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American VOCATIONAL Journal

FEBRUARY 1960

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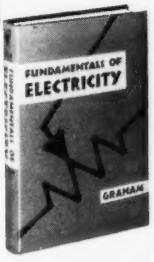

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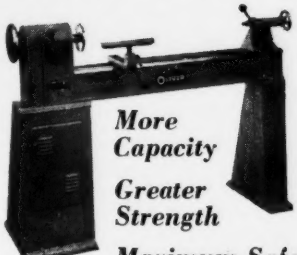

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To Catherine F. Grant, President of the Women's Section, Trade and Industrial Division of the American Vocational Association, who, in the Nov., 1959 issue of the *Women's Section's Newsletter*, said:

"A study of the Russian educational system focuses attention on the number of women studying science and the great contribution which women scientists have made. This presents a challenge to the West, especially to women who must show greater diligence and persistence in attaining and maintaining a position in a technological world. Particularly is this true in the field of vocational education where countless opportunities exist for training women in technical skills.

"The more people we can interest in the Women's Section, Trade and Industrial Division, American Vocational Association, the more effective will our organization be in alerting others to the need for training and utilizing our womanpower resources to the fullest extent.

"We must continue to move ahead. To do this, we need the interest and support of all women in trade and industrial education. We must increase the membership in our Section. If each one of us could bring in two new members, we would then merit the recognition of a truly representative group. Let's all work to make 1960 a banner year for membership and activity in the Women's Section."

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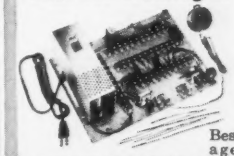

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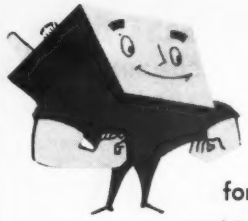

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from the Public Information Committee

Local Electronics Program Attracts National Attention. The human interest appeal inherent in good programs of vocational education is well illustrated in a recent release by Fred Ambellan, Superintendent of Schools, Levittown, New York, of a pamphlet including illustrated articles about the electronics program there, which have appeared in *Business Week, Newsday, The New York Times,* and *The New York Herald Tribune. Business Week* added editorial comment.

Good Use of a Neglected Medium. Six articles on vocational and practical arts education are to appear in the *Indiana Teacher.* The first of these, which appeared in December 1959, is entitled "Vocational Education's Role in Indiana's Industrial Expansion," and was written by W. A. Williams, State Director of Vocational Education. Similar opportunities to use the journals of the state education associations exist in every other state.

Vocational Education Featured in "Overview." The leading article in the first issue of *Overview,* the issue for January, 1960, is one on vocational and technical education by our Executive Secretary, Dr. M. D. Mobley. *Overview* is the successor to *The School Executive.* It may be a portent of the future that a new professional publication, which has been thoughtfully planned over a long period, attaches the significance to vocational and technical education that *Overview* has given it.

The Publications Series of the Committee on Public Information. The following are the tentative titles of the 4-to 8-page monographs now being prepared under the auspices of the Committee on Public Information. Two of them, now being printed, will be distributed in February at the conventions of the American Association of School Administrators in Atlantic City and the National Association of Secondary School Principals in Portland, Oregon.

Fact Book of Vocational and Practical Arts Education; Education for Work; Comprehensive Programs of Vocational and Practical Arts Education in the Public Schools; Vocational Education Creates Opportunities; Vocational and Practical Arts Education: An Integral Part of Sound Education; and *Vocational Education is Continuing Education.*

Also, *Occupational Distribution in Relation to Educational Planning; Modern Housing for Vocational and Practical Arts Education;* and *Mathematics and Science in Vocational and Practical Arts Education.*

One set of these publications will point out that vocational and practical arts education is being modernized to suit modern conditions. There will be publications in this series for each of the following fields: agricultural education, business education, distributive education, homemaking education, and industrial and industrial arts education.

New Members of the Committee on Public Information. Mrs. Rosa Loving, Supervisor of Homemaking Education in Virginia and Vice President of the AVA for Homemaking Education, has succeeded Martha Creighton as a member of the Committee on Public Information. Mrs. Loving has served since February 1959 as a substitute for Miss

(Continued on page 8)

American VOCATIONAL Journal

VOLUME 35, NUMBER 2 • FEBRUARY 1960

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The Cover: This month's cover serves the dual purpose of paying tribute to the State of Kansas and the nation's program of vocational agricultural education. The salute to the "wheat state" begins on page 10. Special features of vocational agricultural education begin on page 21. Be sure to read all about it. Reprints of any material in this issue are available at nominal cost from AVA headquarters. Write to AVA, 1010 Vermont Ave., NW., Washington 5, D. C., for your copies.

CONVENTION COMMENT

"I VERY MUCH appreciate your patient endeavor in planning and executing the 1959 AVA Convention in Chicago. I enjoyed it thoroughly and feel other vocational personnel share my feelings. Again many thanks for a splendid job." — E. GRADY HENDRIX, President, Alabama VATA, Jasper.

* * *

"AGAIN, may I say that the convention was most outstanding. Your speech and report to the delegates were good. I also enjoyed your fine talk to the agriculture education group and, in fact, the entire program that I observed was outstanding, and you are certainly to be congratulated."—T. L. FAULKNER, Alabama State Supervisor of Vocational Agriculture, Montgomery.

* * *

"IT WAS a genuine pleasure and privilege to attend the AVA Convention in Chicago and to come to know better those who are doing such a wonderful job in promoting vocational education . . ." — J. R. CARDWELL, Vice President, Southside Area, Virginia, Clover.

* * *

"AS A SPOKESMAN for the National Conference of State and Local Supervisors of Industrial Arts, may I take this opportunity to thank you for the very fine hospitality extended to this group by the AVA at the Chicago Convention. The meeting rooms and accommodations were excellent and coverage of the meeting in the printed program was well located and very complete. Dr. Sommers and other members of the local arrangements committee were most gracious and helpful and they went out of their way to make our meeting and luncheon a success."—ROY V. ORENDORF, Supervisor, Bureau of Industrial Arts Education, New York State Education Department, Albany.

* * *

"IN THE RUSH of many duties during the month of December, I have failed to write to you to congratulate you on the excellence of your convention here in Chicago." —MAYNARD COE, Director, Farm Safety, National Safety Council, Chicago, Illinois.

* * *

"AS A TEACHER of vocational agriculture and my first trip to the NVATA-AVA it was most inspiring and educational. Your comments at the A & P luncheon certainly added a professional touch to the event."—WILBERT H. MEISCHEN, Vice President, Texas Vocational Agriculture Teachers' Association, Raymondville.

* * *

"THE CONVENTION provided a tremendous professional inspiration for all who attended."—LELAND S. LONG, Vo-Ag Instructor, Albert City-Truesdale Community School, Albert City, Iowa.

* * *

"MAY WE TAKE this opportunity to congratulate you, your staff, and the planning committee for the most inspiring and enlightening program in Chicago. Many of the senior citizens of vocational education who were present commented that it was the finest convention ever and it certainly was the best that I have attended in my short span with vocational education."—MERLE W. BODINE, Kansas State Supervisor of Trade and Industrial Education.

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Latest Word from Washington

THE JOURNAL SALUTES KANSAS. This issue features the story of vocational and practical arts education in the "SUNFLOWER STATE" where the progress of agriculture and industry has been inextricably linked to the development and promotion of sound training programs. Kansas, famous as a wheat growing and meat packing center, has also been blessed with education leaders who have adhered to the philosophy that training for useful employment should be available to "all those who can profit from it." Be sure to read all about it!

THE PRESIDENTIAL ELECTION. This year we have the unusual opportunity of presenting for your choice as AVA President in 1961 two educators of the same name: Wm. B. Logan of Ohio and K. Otto Logan of Washington State. You will find biographical sketches of these nominees, together with a sample of the ballot you will receive in the mail on pages 9 & 39 of this issue. Be sure to use this opportunity to let your voice be heard in AVA affairs by voting—ballots must be "postmarked not later than March 10" to be counted.

A TRIBUTE TO AGRICULTURAL EDUCATION. Throughout the history of the United States, agricultural education has been identified as a program of prestige and influence particularly insofar as the maintenance of social and economic security for all of the people is concerned. It is our pleasure to present this issue of the JOURNAL in special tribute to the achievements of agricultural educators whose professional careers have been devoted to the pursuit of improved vocational training opportunities for those "who have entered upon or who are preparing to enter upon the work of the farm."

We hope that AVA members in every field of service will read the outstanding features we have developed with care for this issue of the JOURNAL. To grow professionally and to continue in our mission to protect and extend the overall program of vocational education, our interests—our knowledge—and our understanding—must not be confined to the specific area of our own pursuits.

Keep this JOURNAL on file as a current agricultural education reference. And let us have your comments, if you will, on this new JOURNAL service. Plans are underway to offer similar coverage of other fields of vocational training in future issues of the JOURNAL.

APPROPRIATIONS FOR FISCAL 1961. The President's Budget for the fiscal year ending June 30, 1961, which was presented to Congress on January 18, calls for a cut of $2 million in the appropriation for Title I of the George-Barden Act. If Congress approves the appropriation as recommended by the President, it would mean a reduction of $674,215 for vocational agriculture; $543,489 for home economics; $571,994 for trades and industry; and $210,293 for distributive education.

The Budget recommends an appropriation of $4 million for practical nurse training and $180,000 for the fishery trades. These are the same amounts appropriated last year. The Budget calls for $9 million for area vocational education programs authorized under the National Defense Education Act of 1958. This is an increase of $2 million over the amount appropriated for the present fiscal year.

In other words, the President's Budget recommends cutting the appropriation for the regular programs (agriculture, home economics, distributive education, and trades and industry) by $2 million and increasing the amount for area vocational programs by the same amount.

An attempt to explain the significance of the proposal is contained (page M57) in the following paragraph taken from President Eisenhower's Budget Message:

"The Budget includes the same aggregate amount for vocational education programs as was appropriated this year, but with shift in emphasis. The need for Federal assistance in the vocational education programs begun in 1917 for the purpose of stimulating training in agriculture, home economics, industrial trades, and distributive occupations is not as great as for promotion of training in new science-age skills. Thus as increased funds for training needs in new skills are provided under the National Defense Education Act, Federal assistance for the older programs is being reduced by a corresponding amount."

It was explained by Secretary of Health, Education, and Welfare Flemming, in a press release of January 18 in which he stated:

"The reduction of $2 million in this program reflects changing emphasis in terms of Federal support for vocational education. There is a shift in emphasis from training for the traditional vocational skills to training for the more highly skilled technician occupations provided for under the National Defense Education Act."

Though AVA will vigorously oppose any cut in Title I funds and will support the proposed $2 million increase in funds for area programs, it appears from information received in recent weeks from state vocational officials that a cut in Title I of the George-Barden funds would damage vocational education more than would cuts in the other two titles of the Act. They point out that many states are not yet in a position to use effectively all funds allotted under Title II (Practical Nurse Training) and Title III (Area Vocational Programs)—because these are relatively new programs—but that all federal funds authorized for the regular programs of agriculture, distributive occupations, home economics and trades and industry are desperately needed.

From recent telephone conversations with state vocational officials, we have learned that quite a few states (due to restrictive language in the law limiting use of funds to "extend and improve" programs) will not use all federal funds allotted for practical nurse training during the present fiscal year. Yet the Budget calls for no cut in funds for this program. We also learned from these same state vocational officials that a good per cent of the states (due to restrictive language in the area vocational law limiting use of funds to the training of "highly skilled technicians—necessary for the national defense") will not be able to use the full allotments of these funds to their states during the present fiscal year. Yet the Budget calls for an increase of $2 million in funds for this program.

Virtually every year since 1952 the Budgets submitted to Congress by the President have called for cuts in vocational funds or their elimination entirely by repealing the Smith-Hughes and George-Barden Acts. In light of this and the facts presented in the preceding paragraphs, many—including some members of National Congress—believe the proposal in the Budget for fiscal 1961 is just another attempt to eliminate federal funds for vocational education—which would cripple programs in some communities and destroy them in others. Some people are saying this is not just "a shift in emphasis" but an attempt to shift funds from a permanently authorized program to one that is authorized for only four years—a program that could be terminated in three years.

Though we should not take these latest proposals lightly, neither should we forget the fact that only National Congress can appropriate federal funds. The Budget Bureau, representing the President, recommends, but Congress appropriates. It will be interesting to watch the reaction of Congress to the Administration's latest recommendation relating to vocational education. Will Congress concur or ferret out the true significance of the Budget proposal? Only time will tell.

M. D. Mobley, Editor-in-Chief
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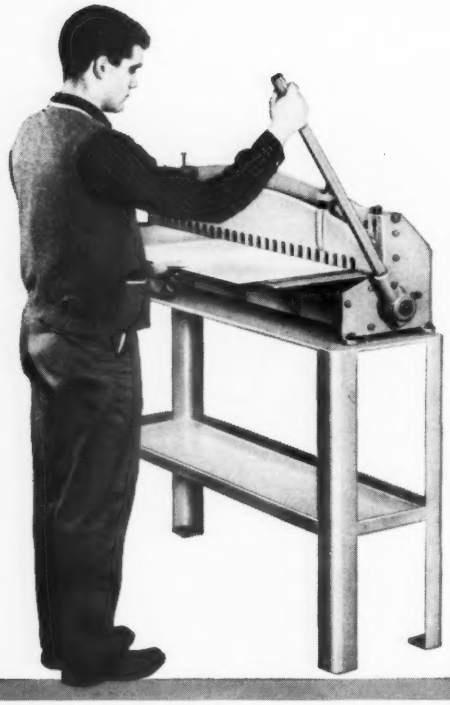

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CONVENTION COMMENT

THIS IS to thank you and your fine office for your part in helping make the 1959 National Vocational Agricultural Teachers' Association Convention a success.

Your interest, cooperation, and recognition of the vocational agriculture program nationally are greatly appreciated by the national officers and the state officers. Your efforts are important and worthwhile in the further development of the continuation of vocational agriculture across our great nation.—JIM HAMILTON, Vice President, Region III NVATA, Audubon, Iowa.

THE 1959 AVA Convention in Chicago was an unusually well planned national meeting and much of the credit for the successful convention is due you and your able assistant Lowell Burkett.

One of the most enjoyable occasions of the 1959 convention was the luncheon given by the Executive Committee for Past Presidents. Mrs. Greiber and I want to express our appreciation to the Committee for their courtesy. We always look forward to this opportunity of meeting with the members of the Executive Committee and the past presidents. We particularly enjoyed the excellent presentation made by Dr. Bartel outlining the results of his study of the history of the AVA—C. L. GREIBER, Wisconsin State Director, Vocational and Adult Education.

From the Public Information Committee

(Continued from page 2)

Creighton, whose health has not permitted her to continue as a committee member. William R. Mason, Supervisor of Industrial Arts of the Cleveland Public Schools, who completed his three-year term as AVA Vice President for Industrial Arts in December, 1959, has joined the Committee. Another valued new member is William K. Dunton, Supervisor of Vocational and Industrial Education at Warren, Ohio.

A State Public Information Committee for Agricultural Education. A five-member state committee on public information made up of agricultural educators held its first meeting at the University of Illinois on January 18. It has representation from teachers, teacher-trainers, and supervisors.

FOR THE SCHOOL SHOP

BENCHES	MACHINE TOOLS
CERAMIC SUPPLIES	METALCRAFT TOOLS
DRAWING & DRAFTING SUPPLIES	METALWORKING TOOLS
ELECTRICAL SUPPLIES	METALS
FINISHING MATERIALS	PORTABLE ELECTRIC TOOLS
HAND TOOLS	PRECISION TOOLS
HARDWARE	SHEET METAL EQUIPMENT
LEATHERWORKING SUPPLIES	WELDING EQUIPMENT

PATTERSON PB BROTHERS

15 PARK ROW NEW YORK, N.Y.

YOUR MOST DEPENDABLE SOURCE SINCE 1848

FOR AVA PRESIDENT. . . 1961

For sample ballot, see page 39.

K. Otto Logan

William B. Logan

K. Otto Logan, Chief Supervisor, Distributive Education, Washington State Board for Vocational Education, has been active in vocational education for the last 17 years as a DE teacher-coordinator, adult itinerant instructor, and State Supervisor. In addition, his background includes practical occupational experience in distribution and extensive experience in the teaching of economics and history. Born in Minnesota, he completed high school at Ada; received his BA at St. Olaf College, Northfield; and his MA at the University of Minnesota. He has specialized in advanced work at the University of Washington and Stanford University. During his undergraduate work he participated in the usual extra-curricular activities, events and honors. In his graduate work, he specialized in educational methods, supervision, curriculum development, and advanced work in guidance.

Mr. Logan's occupational experience includes both part-time and full time work over a period of eight years in department store merchandising and specialty selling of men's wear as well as grocery, meat, hardware and direct selling. His early teaching experience was as a teacher of economics in Alexandria, Minn. Later, at Yakima, Wash., he conducted training classes for management personnel. At Aberdeen, Wash., he had his first experience as a high school and adult teacher coordinator of DE. Before specializing, his experience included teaching subjects at the secondary level, counseling and guidance, and public school curriculum development. His work in DE has necessitated a close working relationship with advisory committees at both local and state levels, promotion of vocational programs in cooperation with state-wide trade associations, schools, labor and management. His work involves high school, post-high school and evening adult extension programs designed to meet the needs of all levels, from management to employees. He has taught classes at the University of Washington and has organized and conducted numerous DE in-service teacher-training workshops and conferences.

A member of the Washington Vocational Association and AVA since 1943, he has served as consultant to WVA and as a member of many national committees that include the American Petroleum Institute-AVA Joint Committee, the National Association of Manufacturers-AVA Joint Committee, the American Institute of Architects-AVA Joint Committee; the Advisory Council, the Nominating Committee and the original DE Policy and Planning Committee. He is Past President of the National Association of State Supervisors of DE and DECA, Inc. He is a Past Chairman, Board of Trustees of DECA, Inc. His published articles have appeared in a number of nationally circulated magazines. Married, he has one son who is in his third year of medical school at Stanford.

William B. Logan—

Dr. William B. Logan, Professor of Distributive Education and Director of Management Institutes at Ohio State University, has had 20 years of successful experience in vocational education. A native of North Carolina, he holds degrees from Furman University, the University of North Carolina and Ohio State.

His career has included sales, personnel, and educational positions. The latter includes service as DE Coordinator at Asheville, N. C. He has also been in charge of DE at Ohio State since 1948.

Dr. Logan has conducted vocational education conferences and institutes in 12 nationally-known universities that include the Universities of Alabama, Indiana, Michigan, North Carolina and Texas as well as Colorado State U., (A & M), Kent State U., Bowling Green State U., the University of Dayton, Louisiana State U., and George Peabody College. He served as a consultant to the State Department of Education in Oregon in 1958 and will be on the faculty at Colorado State College this summer.

The co-author of two books—*The Retail Salesperson at Work* (1948) and *Store Salesmanship* (1959), he has held many editorial positions. From 1954-57, he was the JOURNAL's Distributive Education Editor. He is a co-author of *Vocational Education for Rural America,* published in 1959 by NEA in collaboration with AVA. His writings have appeared in several national publications—a total of 21 features since 1952.

As Director of DE at Ohio State, Dr. Logan is in charge of graduate and undergraduate courses. He also directs short-term institutes for managers and salesmen in the marketing field. These include the Hardware Management School, initiated in 1949. He has directed institutes for heating wholesalers, insurance agents, restaurant managers, wallpaper dealers and petroleum marketers.

In 1957 he served as Chairman of the Teacher Training Section at the National Conference on Distribution conducted by the U.S. Office of Education. He was a member of the faculty of the First National Adult Distributive Education Conference, conducted by the U. S. Office at the University of Texas in '58.

An active AVA member for 19 years, he has been a member of the American Petroleum Institute-AVA Joint Com-

mittee; Chairman of the Nominating Committee (1952); and a member of the Awards Committee (1958-60). He is faculty sponsor for Rho Chapter of Delta Pi Epsilon. He has also served as President of the Rho and Zeta Chapters, national historian and national vice president.

Active in religious, civic and fraternal organizations, he is committee chairman of a Boy Scout troop. His son is a junior high student, his daughter is in senior high. He is listed in *Who's Who in American Education (1959-60).*

The Journal Salutes

KANSAS

WHERE VOCATIONAL EDUCATION ENHANCES A GREAT NATURAL RESOURCE—THE ABILITIES AND TALENTS OF THE PEOPLE

By George Docking
Governor of Kansas

THE PEOPLE OF THE STATE of Kansas have always taken a quiet pride in the accomplishments and fortitude of their pioneer forefathers.

With this heritage of strength and courage, Kansans have forged an agricultural and industrial economy that makes Kansas an integral part of our nation's greatness.

VOCATIONAL Education has been a strong tool in bringing the necessary knowledge to our citizens to prepare them for a useful and productive life. The end product of this knowledge is a self-reliant citizenry unafraid to face the future.

Through an early recognition of the importance of an organized vocational educational program, we have utilized to a greater extent Kansas' most valuable resource—the abilities and talent of its people.

PERSONAL FREEDOMS depend upon the resourcefulness and applied knowledge of people.

Vocational education has done much to strengthen the individual and to impart the knowledge needed to keep him strong and free.

Vocational education will continue to meet the challenges of the future.

. . . and Kansas salutes its dedicated leaders

*By W. M. Arnold and J. C. Woodin

VOCATIONAL EDUCATION is one of the great economic and social assets of the State of Kansas. Constantly alert to the changing conditions and the training needs in agriculture, the home, industry, and business, vocational education over a long period of years has made continuous contributions to the steady substantial growth of Kansas' economy.

Although vocational educators take pride in these contributions and this gracious salute to the Kansas program by the American Vocational Association, they all recognize in reflection the excellent resources and advantages that have been theirs in the development of effective programs. The wide range of talents of Kansas citizens is not the least of these. The Wheat State has and continues to produce highly skilled intelligent workers in all fields of endeavor, many of whom have made and are continuing to make outstanding contributions to our economy throughout the nation. The active support of vocational education by citizens, parents, and students has been consistent and substantial. For this essential support, they share the achievement of this salute.

OBVIOUSLY the active support of citizens has had to be expressed through the people's elected legislative representatives and administrative officers on federal, state, and local levels. To these many individuals who served faithfully in behalf of vocational education before and since the passage of the Smith-Hughes Act, this salute is also directed.

Vocational teachers with their valuable combination of skilled work experience in their respective fields and intensive professional education are the keystone of the Kansas program. The dedicated qualified vocational teachers, supervisors, and teacher educators are the bulwark of vocational education in the State. It has been through the efforts of these professional educators that vocational education programs continue to improve in quality through a variety of evaluation methods and procedures. They too deserve a share of this timely salute.

Still another resource not to be overlooked has been the assistance of many state and local agencies which have cooperated in the development of a great variety of vocational education programs for youth and adults in the State. The advice and counsel of these organizations and interested individuals has contributed much to the effective adaptation of programs to Kansas' economic and social situations. To them the AVA directs its salute.

VOCATIONAL education is an integral part of the total educational program of the state. This important accomplishment in Kansas can be attributed to the sympathetic understanding and active participation in program development by the school administrators. It is almost an axiom that the growth and development of vocational education in the United States depend largely upon the attitude and active work of the school administration. In this regard, Kansas is no exception, and citizens will continue to look to able school administrators for leadership in the continued growth and improvement of vocational education programs. A salute to all of them.

An accounting of the resources of vocational education in the State would not be complete without recognition of and a tribute to the members of the State Board for Vocational Education. An increasing number of well-qualified citizens have served the state and the program well in a dedicated, unselfish manner at all times. Because they serve quietly and efficiently without much public acclaim, and because of their considerable contributions to the expansion and development of vocational education the board members richly deserve to be recipients of the AVA Salute to Kansas.

Even the early pioneers in vocational education at the beginning of the 20th century may not have visualized completely the ideal federal-state-local structure and relationships they had conceived in the Smith-Hughes Act. The fruitfulness of this valuable governmental relationship in vocational education has been evident in the many productive cooperative activities that have come about through the inter-working of qualified leadership in the U. S. Office of Education, the State Department of Vocational Education, the teacher training institutions, and the local school districts.

THE COMBINATION of all of these resources over the period of years has brought about a program of vocational education in which Kansas citizens may take great pride. The State Director* and the Acting State Director* commend to Kansans throughout the state the old motto, "The Future Belongs to Those Who Prepare for It."

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*Dr. W. M. ARNOLD, *State Director and Executive Officer for the Kansas State Board for Vocational Education, is on leave of absence until June 30, 1960, serving as Director of the Area Vocational Education Branch (Title VIII, National Defense Education Act), Division of Vocational Education, U. S. Office of Education, Washington, D. C. During his absence* J. C. WOODIN, *veteran vocational educator, formerly Assistant Superintendent in charge of Vocational, Industrial Arts, and Adult Education in the Wichita Public Schools, has assumed the duties of the directorship.*

VOCATIONAL AGRICULTURE IN KANSAS

THE WHEAT STATE is a land of prairie and plains 200 miles wide from north to south, and 400 miles long from east to west. The average rainfall varies from 16 inches on the west edge to 42 inches in the southeast corner. The elevation ranges from 744 feet in the southeast to 4,059 feet in the central west.

Our 50 million acres of farmland is made up of 20 million acres of native pasture and 30 million acres of cropland. In 1958, the cash receipts from farming were $1,149,777,000.00. The main products making up the total were as follows.

Crop	*Amount*	*Value*
Wheat	291,252,000 bu.	$495,128,000
Beef	671,235 tons	292,601,000
Sorghum grains	128,964,000 bu.	122,516,000
Corn	73,122,000 bu.	76,778,000
Milk	1,032,500 tons	73,308,000
Hogs	337,020,000#	66,393,000
Eggs	1,697,000,000 eggs	42,566,000
Sheep	47,268,000#	9,171,000

VOCATIONAL AGRICULTURE departments were established in Kansas in 1918. Today, 196 departments cover the state, serving one-half the farm boys of high school age from 117,000 farms. Young and adult farmer programs are conducted in about one-third of the departments.

Only a few sparsely settled counties in the western part of the state are without vocational agriculture. Six thousand fifty-two high-school boys are enrolled in vocational agriculture this year. Approximately 1,000 boys who have taken all the vocational agriculture offered in their high schools graduate annually. A study completed in 1955, covering the years 1941 and 1948, showed that approximately 45 per cent of these graduates were in the business of farming. The average net worth inventory of all vocational agriculture students in Kansas for the year ending December 31, 1958, was $696. Most of this figure is in the form of livestock, grain, feed, or farm equipment.

Two-fifths of the time scheduled for vocational agriculture is devoted to farm mechanics. Due to the high degree of mechanization in modern agriculture, machinery adjustment, maintenance, operation and repair become an extremely important part of farm mechanics training.

AS THE NUMBER of farms becomes fewer and the capital investment in each economic unit becomes greater, the development of competent rural leadership for those who are to remain in the business becomes increasingly important.

Kansas vocational agriculture students, through their training in scientific agriculture, coupled with their public speaking ability and the leadership training provided through FFA, are rising to meet this challenging need.

THE PRE-SERVICE teacher education program for preparation of teachers of vocational agriculture is the responsibility of the agriculture education area of the Department of Education at Kansas State University. Students planning to become vocational agriculture teachers are enrolled in the agricultural education curriculum in the School of Agriculture for 136 semester hours. A broad background of knowledge in the area of general education, agriculture, farm mechanics, and professional education is included. One out of seven students in the School of Agriculture is in the agricultural education curriculum.

During the past five years renewed emphasis in the "out-of-school program" has been offered by the supervisory and teacher education personnel. The pre-service teacher education program now includes opportunities for students to work with experienced vocational agricultural teachers at selected high schools in the state to organize and teach out-of-school classes. There should be an increase in the number of "out-of-school programs" as a result of the enlarged experience when these young men enter the vocational agriculture teaching field.

TECHNOLOGICAL changes affecting farming make it necessary for youth and out-of-school farmers to be constantly and continuously learning. The pre-service teacher education program at KSU is geared to meet this need when preparing young men to be "up-to-date" vocational agriculture teachers.

Above: FFA farm mechanics exhibits at the State Fair in Hutchinson, Kansas.

Below: a lesson in the operation, adjustment and maintenance of a power mower.

DISTRIBUTIVE EDUCATION IN KANSAS

The cooperative programs in distributive education and office practice in Kansas really began in 1942, although previously there had been adult classes in Wichita.

Topeka High School began cooperative distributive education in the fall of 1942 and cooperative office practice in the following spring. The program has grown steadily to a total of 12 cooperative DE programs and ten cooperative office practice programs in which coordinators devote full time to this work and four combination programs (as of the fall of 1959).

There are seven new applications in the state office for new programs, to begin in the fall of 1960.

ALL PROGRAMS operate with the advice and help of strong local advisory committees. There is also a statewide club organization, the Business Education Clubs of Kansas, and a Kansas Association of the Distributive Education Clubs of America. State meetings are held under the sponsorship of Kansas State Teachers College of Emporia, which is the official teacher-training institution. Kansas has always participated in the National Leadership Conference sponsored by DECA, and will be co-host to that group in Kansas City in April, 1960. Last year, Kansas won trophies in window display and sales judging at the National Leadership Conference in Tacoma, Washington; also, two of her delegates were elected to national office—Dave Hanson of Emporia, national treasurer, and Mike Gomez of Emporia, national parliamentarian.

DE graduates advance in their field, as shown by Larry Bowser of Coffeyville. At the age of 22, Larry was manager of the Phipps Department Store at Morris, Illinois. Three years later he was promoted to supervisor of the chain. Larry says:

"It would really help businessmen and business in general if every school system had a good DE program. I'm thankful for what it taught me, because it made up for several years of actual job experience which is necessary in the retail world."

Or there's Douglas Smart, owner of his own shoe store in Atchison. He says, "The basic fundamentals regarding salesmanship that I learned in the DE class have helped me very much."

In some schools, those who have advanced to supervisory or management positions exceed 50 per cent of the classes.

THE ADULT program in Kansas has been in existence longer than the cooperative program, as is true of many other states. Records show adult classes as far back as 1922 and present adult enrollments exceed cooperative about six to one.

In addition to local programs, the distributive education service carries on food service and sanitation training in cooperation with the Vocational Division of the Wichita Public Schools. All food handlers in the city are required by ordinance to take the classes before being issued the city food handler's license card. Enrollments average about 1,200 persons per year. A specialist placed with the City Health Department is in charge of all training, much of which is given by district sanitarians in the fine new training room at department headquarters. Teachers are given an annual course in improving teaching methods.

Another strong adult program is offered through management training institutes. These are under the direction of F. E. Hartzler of the Business Department of Kansas State Teachers College. Typical trade groups served through area and collegiate institutes include Western Retail Implement and Hardware Dealers, Cessna Aircraft, the Tourist Council of the Kansas Chamber of Commerce, Kansas Press Photographers, and L-P Gas Dealers. Local cities are reached through small business management institutes and special technical programs. This part of adult education is growing rapidly.

A series of supervisory development programs is carried on in cooperation with the Extension Division, University of Kansas. Groups such as the Petroleum Marketers, Credit Bureaus and miscellaneous retail and wholesale conferences are held. This program is also growing and a specialist in distribution is expected to go on the Extension staff in the fall of 1960.

Adult classes on employee and management levels have also been held in cooperation with Kansas State College, Pittsburg, Adult Education Division. These classes vary with the needs of the area served by the College. Distributive education and office practice in Kansas have had an extraordinary growth in the last five years, with over 125 per cent increase in enrollments. They are expected to grow steadily as long as funds are available.

Lawrence distributive education students prepare to dress mannequin for a window display.

HOMEMAKING EDUCATION IN KANSAS

I LOOK UPON *vocational homemaking education as a fundamental and a "must" in any high school that prides itself in well-rounded, quality education for the space age. The home is, and will always be, the basic unit in our society.*

No greater investment for the security of the future can be made in our democratic society than the education which contributes to the stability of the family and exerts the maximum influence of a good home.

Vocational homemaking is no longer a system of training in cooking and sewing. It is a pattern of living.—EXCERPT FROM A STATEMENT BY HERBERT C. HAWK, SUPERINTENDENT OF SCHOOLS, WINFIELD, KANSAS

MR. HAWK AND OTHER superintendents are constantly evaluating the vocational homemaking programs in their communities. Statements like Mr. Hawk's may be made because through the years the development of vocational homemaking programs in Kansas has been based on certain beliefs. These beliefs are simple yet profound in their implications.

First, the home has always been and will continue to be the basic unit of every effective society. The strength of communities, states, nations, and even the world is dependent upon the types of established homes.

Second, the fundamentals of citizenship in a democratic society are first taught in the home.

Third, education for home and family living is one of the responsibilities of the total school system.

Fourth, to be really effective, education for homemaking must encompass all phases of personal and family living.

Homemaking education is based upon the needs of individuals and families in the local community. It includes learning activities in all phases of homemaking—child care and development, home management, clothing, personal and family relations, foods and nutrition, health and home safety, housing and home furnishings. The home, school, and community serve as laboratories for homemaking classes to put into practice the knowledge gained in the classroom. Homemaking education in Kansas has grown steadily because the program has been built upon these beliefs.

Teaching safety to a five year old child was selected as a home experience by one homemaking student.

Top photo shows students in a vocational homemaking class comparing food values of various types of bread.

IN HIGH SCHOOL Homemaking classes students have experiences which are realistic and practical. They prepare well-balanced meals in family groups to learn applied nutrition, time and money management, skills and basic principles of food preparation. They construct garments, study clothing problems of the entire family, analyze purchases of ready-made clothes.

Through play schools, children's parties, and guided observations of small children they develop an understanding and appreciation of children and the part adults play in a child's growth and development. In home management units students apply the principles of management to family relations, to the use of time, energy and money in their everyday activities. In housing units students learn to take care of their rooms and cooperate with their families to make their home more livable and attractive. Physical and mental health are considered by students as they participate in health and safety activities. In units on personal development and family relations students learn to understand better their own growth and the responsibilities they have in their families.

Ninety-four Kansas communities offer vocational homemaking to high school students. These communities vary in size and include the three largest cities in the state as well as small towns in rural areas. The vocational homemaking program is organized as either a two- or three-year course. In some communities, boys as well as girls are enrolled.

HOME AND Community Projects are carried by students to provide additional experiences in actual home settings. Students plan with the teacher and parents a project which can be completed at home, thus increasing their skill and knowledge while they become better able to assume family responsibilities. Teachers are employed a tenth month each year to allow additional time for the supervision of home projects.

Future Homemakers of America chapters have been organized by most vocational homemaking departments in Kansas and in some non-reimbursed ones. This organization emphasizes the goal of the homemaking program—to help individuals improve personal, family, and community living. The 8,117 members in 150 Kansas chapters plan and carry out activities which will implement objectives of the FHA national program of work: to develop our potentialities; to develop a better understanding of our family members and contribute to their well being; to interpret the value of home economics as a basic part of the total education; and to promote good will through getting to know our neighbors at home and abroad.

Chapters receive help through state and district meetings, leadership training camp, publications, and resource material. Through activities in the classroom, home experience programs and FHA, students develop a better understanding and appreciation of family values, develop skill in making individual and group decisions, develop skill in performing a variety of homemaking tasks, develop good citizenship traits, and work for good home life for all groups.

They also learn to understand people of other races and creeds, assume leadership responsibilities at home and in other places, provide wholesome recreation at home, in FHA, school, and community activities, and consider home economics as a career.

TEACHER EDUCATION for vocational homemaking is offered at Kansas State University, Manhattan; The University of Kansas, Lawrence; Kansas State College, Pittsburg; and Kansas State Teachers College, Emporia. In-service teacher training is provided through conferences, workshops, field visits, publications, and resource material developed under the leadership of the State Board for Vocational Education. During the past few years work on curriculum development has been emphasized. With changes in family life patterns, younger marriages, and emphasis on scientific developments in the home, teachers have felt a need to revise the present curriculum guide. All reimbursed teachers and many non-reimbursed teachers have participated in developing resource units. One teacher in each geographic area has assumed leadership for the curriculum work in her area.

ADULTS IN Kansas have opportunities for homemaking education provided by their local school districts in cooperation with the State Board for Vocational Education. Most popular in many communities is the parent education course. Over half of the adults enrolled in homemaking classes are in this program. From the beginning of parent education, in-service training of teachers has contributed to the success of these classes. Adults are also enrolled in child development, furniture repair and refinishing, home furnishing, landscape gardening, home nursing, clothing, and millinery. A total of 309 classes has been given in 35 communities in Kansas. The responsibility for organizing and promoting the adult education program in each community is assumed by a local adult director appointed by the school district. Further development of the adult education program emphasizes:

Promoting classes in all areas of homemaking, encouraging new communities to begin programs for adults, encouraging directors to work with advisory committees to develop an overall adult education program, and continued in-service training of instructors.

Through the high school program and the adult program in homemaking, boys and girls and men and women become better able to establish secure homes which will contribute to the stability of society.

IN KANSAS, industrial arts teachers and vocational teachers work together in friendly cooperation realizing that, in a very real sense, each depends upon the other. Many outstanding vocational leaders have said:

"A strong program of vocational education requires a strong industrial arts program as a base."

INDUSTRIAL ARTS

This ceramic tile top refreshment table was made in the industrial arts shop, Winfield High School, Topeka.

Engaged in the important task of interpreting industry to the students in the high schools and junior high schools of Kansas is a force of over 750 well-trained industrial arts teachers. Working in well-equipped shops and capitalizing on the industrial resources of their communities, these men bring a more practical aspect to the school situation.

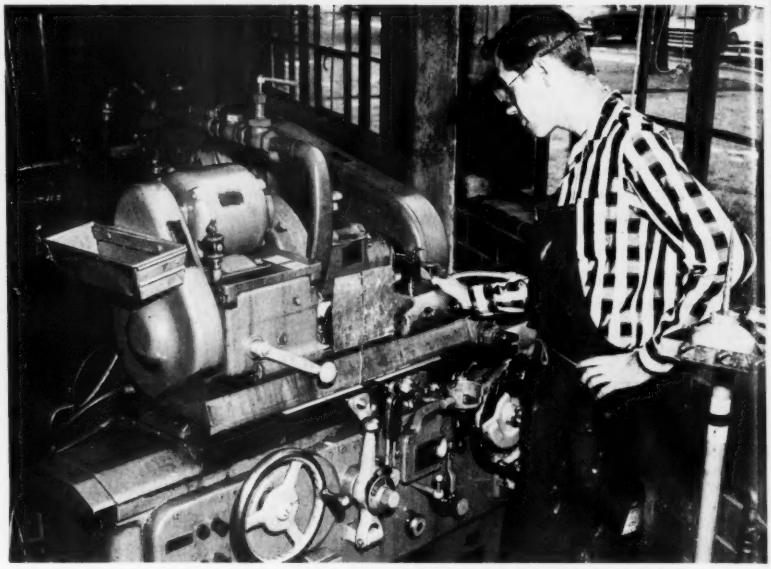
By the very nature of the subject he teaches, the industrial arts instructor can provide unique and valuable experiences with tools, materials, equipment, and fabrication methods. These experiences develop in the student a better understanding of the industrialized community in which he lives.

Although the time spent in the industrial arts shop is limited to about an hour per day, the boys develop mechanical "knowledge" and familiarity with tools and working standards that have definite worth whether they plan to continue schooling or go to work when their high school days are completed. The overall competency and broad appreciation that comes with the successful completion of a series of shop courses is a desirable outcome of the school program.

In this photo the Joint Apprenticeship Council, the instructor and a representative of BAT observes the progress of an apprentice plumber in lead wiping in an evening extension class.

Teacher Training—Instructors receive professional training in sound methods of teaching.

This course, approved by the Kansas State Board of Cosmetology, is designed to prepare young women for employment as beauticians. Placement ranks over 95 per cent.



Equipment comparable to that found in industry is used in the McFarland Trade School, Coffeyville.

KANSAS IS RAPIDLY becoming industrialized with respect to employment and manufacturing products. Total increase in manufacturing employment was 56 per cent in the last ten years. The air capital of the world, located in Wichita, has created many training demands in that area of the state. Plans are also underway to install several guided missile launching stations. Considerable drilling and refining projects exist in the petroleum industry in the central and southwestern parts of Kansas.

These manufacturing and processing activities have particular implications for the training of skilled workers for the trade and industrial occupations. There is an increasing demand for supervisory development and industrial management training. Local trade groups are becoming more and more training conscious at both the apprentice and journeyman level.

TRADE PREPARATORY classes are conducted in high schools and junior colleges. A total of 62 day trade classes are conducted in 16 cities, with an enrollment of over 2,000 boys and girls preparing for advantageous entrance into skilled occupations. In addition, short intensive classes are conducted for nearly 200 persons preparing to change or enter new occupations. Requests for additional day trade programs are pending.

TRAINING FOR WOMEN is on the increase with over 400 women completing vocational training in evening trade extension classes, cooperative industrial occupations training classes, and day trade programs. Over 20 per cent of the total were trained as skilled cosmetologists in two-day trade programs.

RELATED INSTRUCTION for apprentices is on the upswing. More than 400 apprentices received training in seven different crafts during the past year. Close working relationships are maintained with the State and Area offices of the Bureau of Apprenticeship and Training and the Kansas State Labor Department.

VETERAN TRAINING, under P. L. 550 and 894, provided instruction for better than 500 veterans in 16 different trade and industrial occupations.

COOPERATIVE industrial occupations training classes are providing classroom and on-the-job training opportunities in five cities in 18 different occupations. This program has particular promotional emphasis due to its suitability for smaller rural areas.

THE PETROLEUM industry is provided with extension classes for skilled production workers. Nearly 300 persons are trained annually in this program through the cooperative efforts of the Kansas University Extension Division and the State Board for Vocational Education.

EDUCATION AND AREA VOCATIONAL PROGRAMS IN KANSAS

JOB TRAINING AND SAFETY classes for rural electric linemen provide the latest safety methods and job techniques for over 500 linemen at 36 co-ops. This program is conducted by two itinerant instructors. In addition, an area training program for hot line maintenance is held annually on the campus of the Kansas State College of Manhattan.

CUSTODIAL TRADES training is conducted on an itinerant basis, and serves over 65 towns and cities. In addition, two and one-half day institutes are conducted annually in eight centers. Over 700 custodians and building and ground superintendents are served.

THE FIREMANSHIP training program serves more than 900 paid and volunteer firemen in more than fifty towns and cities. This itinerant program consists of basic firemanship training and current fire fighting techniques. Each year, a fire school is held on the campus of the University of Kansas in cooperation with the Lawrence Fire Department. At least 300 firemen participate annually.

THE AUTOMATIC TRANSMISSION servicing program, conducted by two itinerant instructors, serves nearly 300 in-service automotive mechanics annually. Plans are underway to develop an itinerant training program in automotive air conditioning servicing.

THE SUPERVISORY DEVELOPMENT program serves over 600 supervisors, foremen, and other personnel annually. More than 100 different manufacturing and processing firms are represented in these classes.

THE PRACTICAL NURSE training program, under the supervision of the State Supervisor of Practical Nurse Education, consists of three full-time preparatory programs. All of the schools are accredited by the Kansas State Board of Nurse Registration and Nursing Education. Over 150 graduates are placed annually. Extension courses for Licensed Practical Nurses are on the increase.

EVENING TRADE extension classes, conducted for employed workers, provide an opportunity for upgrading skills to new job requirements. Classes are conducted for over 5000 such workers annually.

TEACHER TRAINING facilities are provided for instructors of adult classes in cooperation with the Kansas State College of Pittsburg. The State staff also participates in this activity.

OCCUPATIONAL TRAINING needs surveys are conducted to determine the current training needs which exist both industry-wide and community-wide. The most recent survey was concerned with the training needs of highly skilled technicians in 23 selected Kansas manufacturing and processing firms. In total, six such surveys have been completed in the last three years.

LOCAL ADVISORY committees are organized to consult with public school authorities on the current training needs and trade practices in all types of trade and industrial programs.

Technical Education in Kansas.

VERY SOON AFTER the passage of the National Defense Education Act, the Kansas State Board for Vocational Education took immediate action to participate in the provisions of Title VIII, Area Vocational Education programs. Seven one-day conferences dealing with the scope and requirements of Title VIII were conducted for a variety of groups including the State staff, local directors of vocational education, adult education, supervisors, counselors of cooperative programs, college and university extension personnel, apprenticeship and labor groups, and Deans and administrators of the 14 public junior colleges in the state.

J. C. Woodin, formerly Assistant Superintendent in charge of Vocational and Adult Education of the Wichita Public Schools, was employed as Consultant to head up the area vocational program in Kansas.

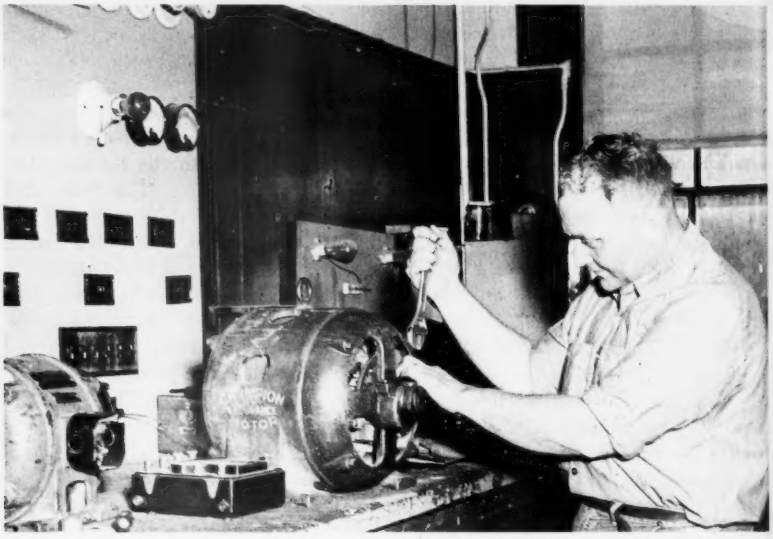
In the meantime, an amendment to the State Plan was prepared by the Board and approved by the Office of Education so that within several months after the passage of the Act some extension classes were approved and operating under the new Act. In this short span of time, preparatory and extension programs were conducted in electronics in the Hutchinson Junior College and Argentine High School, Kansas City, Kansas, and in Mechanical Drafting and Design in the McFarland Trading School, Coffeyville, and Wichita High School East. Extension programs were quickly developed in tool design in Coffeyville and at the University of Wichita.

A VALUABLE contribution to the development of the Kansas program occurred in the form of an intensive study and report of the training needs of 42 highly skilled technician jobs in 23 selected industries. On the basis of the results of this preliminary study and with the assistance of competent local advisory committees, 40 classes were put into operation early in the current school year. Here again vocational education proved that it is resourceful and can on short notice make real and substantial contributions to the national security.

A graduate of Topeka Trade School, Fred Jepson, servicing IBM electronics equipment in the Bell Telephone Offices.

A graduate of Topeka Trade School two year Photography Course, Earl Kintner, taking a portrait in a local studio.

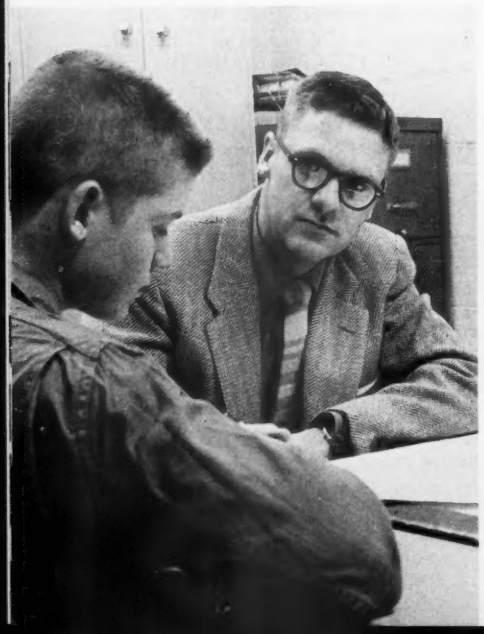
Adult education.



A disabled veteran graduate of Topeka Trade School Electrical Course, Louis Ritz, working in his own business in Osage, Kansas.

A graduate of the practical nurse program giving a hypo under the direction of a doctor in a local medical center.

Vocational Guidance—



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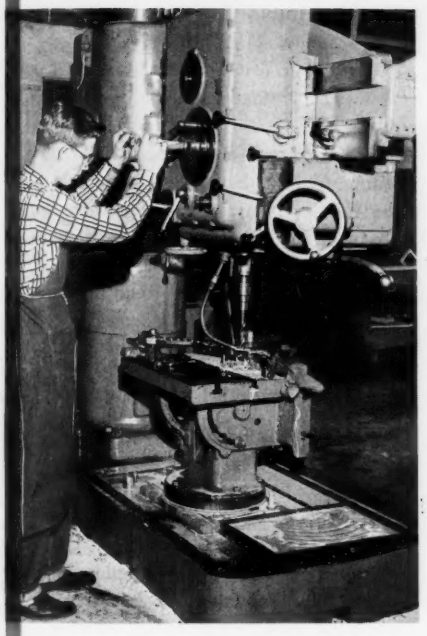


Basic principles of supervision—One of many group conferences conducted each year in Kansas.

THE KANSAS State Federation of Labor is proud that the Kansas State Vocational Education Department has the Salute of the AMERICAN VOCATIONAL JOURNAL this year. This recognition is most fitting.

We are fortunate in having the high caliber of leadership in the vocational education department that we enjoy now and have experienced in the past. The sincere manner in which you folks plan for the future in determining the vocational education needs which advances in industrial techniques require in trained personnel is most encouraging.

The close and friendly relationship we enjoy with the Department, particularly in the apprenticeship training field, is indeed rewarding. The counsel and guidance of the Director, members of his staff and the many capable vocational education instructors in Kansas have made it possible for us to render a better service.

We also salute the Kansas Vocational Education Department. We offer our continued cooperation and wish you a successful future. F. E. Black, Executive Secretary, Kansas State Federation of Labor, AFL-CIO.

Many disabled people can again become wage earners through selective placement and training by the Vocational Rehabilitation Service.

The State Board for Vocational Education in Action.

VOCATIONAL REHABILITATION IN KANSAS

THE KANSAS VOCATIONAL REHABILITATION Service has progressed rapidly since 1940. Kansas was the last state in the union to enact state legislation for vocational rehabilitation. The state's enabling act was passed in 1937 and the program of vocational rehabilitation got under way July 1, 1940. In the beginning, a small program was administered by the State Board of Social Welfare. Passage of Public Law No. 113 made it mandatory that the vocational rehabilitation program be administered by the State Board for Vocational Education. Since January 1, 1944, the Vocational Rehabilitation Service has been administered by the State Board for Vocational Education as a department of vocational education.

The Vocational Rehabilitation Service received its first appropriation in the Fiscal Year 1946 in the amount of $50,000. Since then, state appropriations have increased; and for fiscal 1960, the state appropriation for the Vocational Rehabilitation Service is $230,539.

Vocational Rehabilitation services are designed for a major purpose—to preserve, to develop, or restore the ability of disabled men and women to perform useful work. Each disabled person served is provided with the combination of services which meets his or her individual need, in accordance with the rehabilitation plan worked out by the vocational counselor. The services provided by the Vocational Rehabilitation Service are as follows:

Medical diagnostic services to learn the nature and degree of disability and to help determine eligibility for services, the need for additional medical services, and the individual's work capacities;

Individual counsel and guidance, including psychological testing, to help select and attain the vocational objective;

Medical, surgical, psychiatric, and hospital services to remove or reduce the disability;

Artificial limbs and other prosthetic appliances;

Vocational training;

Maintenance and transportation during treatment or training;

Tools, equipment, or licenses if these are necessary to give the individual a fair start;

Placement in a job commensurate with the individual's physical and mental capacities; and

Follow-up to insure that the rehabilitated person is successful and that both he and the employer are satisfied.

THIS PAST YEAR 904 cases were closed as rehabilitated. When they were accepted for rehabilitation services, average earnings were $16.69 a week. After rehabilitation, the average weekly income was $47.61. Thus, the earning power of these disabled people was increased approximately three times with a total annual income of $2,237,-892.00.

Included were 132 recipients of public assistance who were rehabilitated with the cooperation of the state and county welfare departments. These persons and their 390 dependents were receiving an aggregate per year of $184,110.96 in public assistance. Total aggregate annual earnings after rehabilitation were $316,746.20. Another 26 of the 904 rehabilitants were patients of the Parsons State Hospital and Training Center. In cooperation with the Department of Institutional Management and the Parsons State Hospital and Training Center, it was possible to remove these people from the institution, which was costing approximately $55 per case per week. They became productive citizens with an average weekly wage of $34 after vocational rehabilitation or an annual aggregate income of $46,060.

THERE HAS ALWAYS been a close coordination between vocational education and the Vocational Rehabilitation Service. Much credit goes to the director and executive officer of the State Board for Vocational Education for the rapid advancement of rehabilitation in Kansas. Under the leadership of W. M. Arnold, the Vocational Rehabilitation Service has more than doubled its program for the disabled in the last four years. The major portion of the vocational rehabilitation program is the vocational training and vocational re-training of its disabled. Because of the emphasis on vocational training, the Vocational Rehabilitation Service is obviously most interested in the expansion and promotion of vocational training facilities.

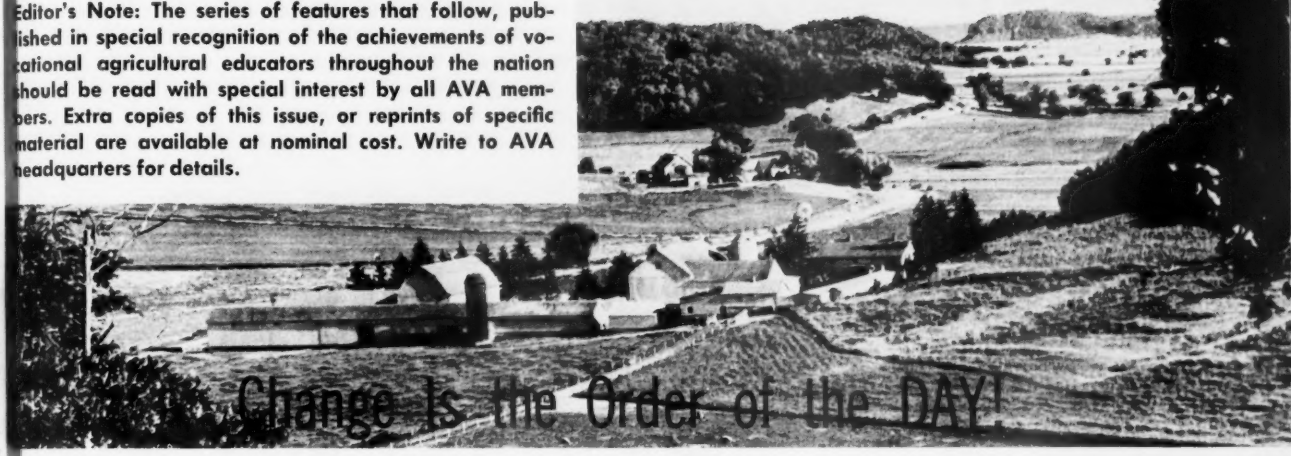
Through the efforts of W. M. Arnold, the Vocational Rehabilitation Service was made a Division of the State Board for Vocational Education by board action on June 1, 1959. The recent trend of vocational rehabilitation in Kansas is toward a closer coordinative community approach to the problems of the disabled. On November 9, 1959, the Saline County Chapter of the National Association for Retarded Children and the Kansas Vocational Rehabilitation Service established cooperatively a work adjustment center for the mentally retarded.

The Kansas Legislature in 1959 established at Topeka the Kansas Neurological Institute which provides medical treatment, hospitalization, training, and research for the mentally retarded in Kansas. Planning is under way for the establishment of a vocational rehabilitation unit as a part of the Institute. This will be a joint venture of the Kansas Neurological Institute, the Division of Institutional Management of the State Board of Social Welfare, and the Vocational Rehabilitation Service, State Board for Vocational Education. The Vocational Rehabilitation Service will administer the unit, but it will operate as an integrated part of the hospital program. The major objectives of the vocational rehabilitation unit will be to provide the milieu for the development of physical endurance, work tolerance, and psycho-social adjustment necessary for employment; to serve as an evaluative device of occupational adequacy for the social and emotional needs of the mentally retarded in a work training situation; to provide a planned and organized vocational training program designed to qualify the mentally retarded for employment and to offer a sheltered work situation where the mentally retarted learn to do by doing.

THE STATE BOARD FOR Vocational Education and its Executive Officer have always had an intense interest in vocational rehabilitation. Because of this effort to serve the people, the state is assured of continued leadership in providing good vocational rehabilitation services to handicapped citizens.

IN TRIBUTE TO VOCATIONAL AGRICULTURAL EDUCATION

Editor's Note: The series of features that follow, published in special recognition of the achievements of vocational agricultural educators throughout the nation should be read with special interest by all AVA members. Extra copies of this issue, or reprints of specific material are available at nominal cost. Write to AVA headquarters for details.



Change Is the Order of the DAY!

By George P. Deyoe

CHANGE IS THE ORDER of the day and we must face it as a basic fact of life. Certainly, changes are occurring in agriculture and farming and at an accelerated rate. These and other developments call for continuing adjustments in our public school programs of agricultural education.

Our public school programs in agricultural education have many features which have merit, and we do not need to be apologetic about our accomplishments of the past. However, as never before, we need to be alert to developments which affect us and be willing to make appropriate changes in our programs. These conditions should be looked upon as challenges which test our mettle and not as causes for frustration and insecurity.

In brief form an attempt is made here to identify some of the challenges which are on our doorsteps. Not all will agree with this list or with the comments about them. However, if they provide a basis for further refinement and stimulate us to action, they will have served the purposes for which they were written.

Dr. Deyoe is Professor of Agricultural Education, University of Illinois.

TEACHERS OF VOCATIONAL AGRICULTURE and others in agricultural education should identify more clearly the different kinds of agricultural education which should be provided by public schools and the role of the teacher of vocational agriculture in providing this education.

Vocational agriculture will undoubtedly continue as an important kind of education in agriculture. However, *we need to recognize that vocational agriculture cannot be stretched and modified to be all things to all people* without weakening it for the unique functions for which it is intended. It is becoming increasingly clear that there is much in agriculture that can be considered important in general education. Education in general and non-vocational agriculture should be provided in courses separate from vocational agriculture and as parts of other courses available to all or most students. There is also a place for education of this kind for adults.

The question of "reimbursement" should not be a deterrent to teachers of vocational agriculture in aiding the development of these non-vocational types of agricultural education. In some cases, these teachers may provide part or all of the instruction, with appropriate adjustments in the "reimbursable" portions of their salaries.

INSTRUCTION IN VOCATIONAL agriculture should keep pace with the rapid changes in the technology of farming and with other changes that affect farmers.

Teachers of vocational agriculture are aware of some of these changes and are making adjustments in instructional programs provided for all groups. However, further *changes are needed and will be needed in the content of what is taught and in farming programs* as essential parts of effective learning in vocational agriculture.

Some phases which frequently need further modification include management decisions involved in making adjustments in farming, selection and improvement of livestock, selection and maintenance of various kinds of mechanical equipment, quality of farm products, money management in relation to farming, marketing farm productions, adjustments involved in part-time farming, and policies which affect the economic welfare of farmers.

VOCATIONAL EDUCATION in agriculture should be expanded to serve more of the people actually engaged in farming.

(Continued on page 30)

VO-AG IN THE 60's

By Ralph E. Bender

AN INCREASING need for greater competence on the part of farmers and others employed in farm-related occupations will be our challenge in vocational agriculture for the 1960's. The demand for such trained personnel has exceeded and will continue to exceed the supply. Greater priorities of interest, time, and money will be given to programs of education. Therefore, changes will be made and vocational agriculture will be no exception. We shall keep pace with the best in education; we have known no other position.

THE BASIC OBJECTIVES and features of vocational agriculture will be continued, but modified and broadened in the 1960's. The program will be much the same as planned and conducted by the most effective teachers now. Such features as the individual farming program with year-round, on-the-farm instruction in cooperation with boys and parents, a classroom and shop instructional program that provides the application of principles and facts to practical situations, and the FFA through which are developed abilities of leadership and cooperation are basic and will be continued. Throughout the years studies have shown that students, teachers, school administrators, parents, and the various publics who have had understanding of the program have endorsed these features as desirable in developing interest, in challenging boys to acquire worthwhile goals, and in getting them to work to capacity in their attainment of knowledge.

Farms are becoming larger, more specialized, more mechanized, and more industrialized. The trend will continue toward fewer but larger farms with increasingly larger capital requirements per farm and farm workers. This means that it will be more difficult for an individual to accumulate sufficient capital to finance a farm operation. The margin of profit per unit will be less; therefore, volume and efficiency will be more important than today. Each management decision will take on increasing importance.

These trends imply that the farming programs of individual students will need to keep pace with the developments of the farm if they are to be used as a means for learning and earning. Farming programs need to provide more realistic financial and managerial experience for the boys. To be economically sound production projects need to become larger in scope and more efficient. Undoubtedly, more farming programs will be concentrated within one or two enterprises rather than among a diversity of enterprises. More boys who have good opportunities for getting into farming should become involved early in the entire farm business.

These changes will necessitate the development of more realistic lease contracts and records on the entire farm, rather than on an enterprise basis. Record keeping will become increasingly challenging, provided the farming programs are set up on a contractual basis that is characteristic of good business operations.

MORE BOYS with limited opportunities to develop farming programs should plan and pursue a program of work experience on selected farms. This requires careful planning with the farmers involved to assure an effective educational experience. School farms or lands will be more commonly used as a laboratory for individual as well as group projects. Here the emphasis should be primarily upon educational activities rather than attempting to make money for the FFA or doing "busy work."

More and more, we shall be serving boys who seek employment in farm-related occupations. It will be appropriate for some, particularly part of those at the junior and senior levels in high school, to receive work experience in such local agricultural business establishments. This implies that the teachers and the school administrators will have developed desirable working relationships and understandings with the personnel for supervising employees of such organizations.

Effective, locally planned programs of instruction, based upon the needs of students and the specific communities will continue to be in order. The characteristic problem-solving method perfected by teachers of vocational agriculture, with its emphasis upon the latest and most reliable facts and

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VO-AG WILL HAVE LESS EMPHASIS AS A HIGH SCHOOL TERMINAL PROGRAM

an evaluation of such facts in arriving at conclusions will be as good in the 60's as it has ever been. Our major emphasis will continue to be upon basic agriculture with the development of an understanding of "why" as well as "how." This instruction which is designed primarily for prospective farmers will also be of basic value to those who are to become engaged in farm-related occupations.

Our teaching should be closely coordinated with the basic sciences and other areas of instruction. It is assumed that this will be a two-way street. For example, the teacher of science will make some use of illustrations and situations in agriculture and the teacher of agriculture will be giving some emphasis to basic principles in science.

LARGER SCHOOLS with more students enrolled in agriculture, will provide greater possibilities for some division of classes, based upon individual objectives and opportunities to farm or to become engaged in other work. Fewer boys will be taking four years of vocational agriculture in high school. The first two years is likely to appeal to a larger group of students due to more emphasis upon general agriculture and developing an understanding and appreciation of the opportunities in farming and farm-related occupations. Generally, it appears that specialized training in farming or in any other occupation will be postponed to later years in high school, with increasing emphasis upon 13th and 14th year programs. Some students will be taking two years of agriculture in combination with two years of distributive, business, or trades and industries courses. In some of these situations it is quite likely that boys will continue with their individual farming programs and their participation in the FFA. Others may want more mathematics, science, or foreign languages, thereby making some limitations of the vocational and practical arts courses.

IN MULTIPLE teacher departments, which will be more common in the 60's, opportunity will be provided for teachers to do some specialized teaching. It is not difficult to envision a teacher more competent in an area of farm mechanics doing the major portion of the teaching in this aspect of the program. There will be temptations to offer subject-centered, college-style instruction, to the detriment of a program best taught in a student-centered way.

The Future Farmers of America will continue to be an integral part of the program of vocational agriculture. The need for the development of such abilities as leadership and cooperation which involves experiences in planning and conducting activities, will be as important as ever. It is reasonable to believe, however, that activities on the state and national levels, as well as local level, will be more selective, based upon their contributions as learning experiences. This means that we shall delete activities that take excessive time, or duplicate efforts of other programs, or are inconsistent with our objectives in modern day agriculture. On such a basis, many of the non-educational money-making activities, judging contests, and some recreational activities "would have to go."

LESS EMPHASIS will be placed upon vocational agriculture as a terminal program at the high school level. More education in all areas beyond high school will be available. This is prompted by the great needs that will come from the acceleration of change in all areas of society. More and more, we shall be thinking in terms of our scholastically capable students continuing their education in college. Others will be progressing into an expanded, more appropriate young and adult farmer program, the same as they have moved from one high school class to another.

More young and adult farmer programs will be accepted by teachers and administrators as an integral part of their responsibility rather than as an extra function, as is the case in too many situations today. Therefore, more teacher-time will be available for the work with adults.

The young and adult farmer programs will be systematic, year-round instruction that is planned with the group, rather than a teacher-dominated short course in which a series of unrelated topics are presented. In this development of "our program," the teacher will have an opportunity to concentrate on the instruction rather than assuming the responsibilities for such additional details as providing refreshments. Some type of organization on a formal or an informal basis will provide the means for aiding the teacher as well as being more meaningful to those involved. It is reasonable to believe that a young farmer association can do for the young farmer what the FFA does for the high school student.

WE SHALL be serving more specialized adult groups. These will involve a smaller enrollment with more intensive instruction. In some programs, such as the development of farm and home plans, enrollments will include the wives. Additional specialized adult work will be provided through cooperative arrangements with area or vocational schools, junior colleges, and colleges of agriculture. In all of the adult programs, greater emphasis will be placed upon individual instruction on the farm.

OUR BROADENED program in vocational agriculture will be characterized as being diversified and suited to the needs of the individuals and communities served, with first priority given to farmers and prospective farmers. It will be coordinated more specifically with other areas of vocational education as a part of a larger, more comprehensive school and community program. The many consolidated school districts will serve more of the rural territory, and thereby provide vocational education opportunities to more students. It is right to expect that other branches of vocational education will be broadened toward the development of a more effective program for all. Guidance and counseling on the part of teachers of vocational agriculture and others will play a much more important role than ever before.

A more dedicated teacher is needed to meet the many challenges. As such, he will be more respected and more highly remunerated. In the program of the 60's, the teacher will be more nearly playing the role of the director of agricultural education in a school and less an "errand boy," as exists in some of our situations today. More ability to plan and conduct annual and long-time programs will be necessary. This involves a more under-

(Continued on page 39)

National Farmers Organizations Back Agricultural Education with GRASS ROOTS SUPPORT

National Farmers Union

by James G. Patton
President

PASSAGE OF THE Smith-Hughes Act marked the beginning of what is recognized today in farm circles as a highly successful program of vocational agriculture and home economics of less than college level.

Farmers Union was 15 years old when Congress enacted the Smith-Hughes Act in 1917. Support of farmers for "agricultural" and "mechanical" education under the sponsorship of the Federal Government dates back, however, to the Morrill and Hatch Acts passed by Congress in 1862 and 1887 respectively. These Acts helped bring about in each state at least one college adapted to the educational needs of people engaged in agriculture and industry. We know such schools today as land-grant colleges.

The establishment of vocational agricultural and mechanical education of college and of less than college level did not come without a struggle. Early private school educators, subject to little or no local or public control, wanted to continue the limited curriculum, the excessively high tuition, and the small student bodies for which early private schools were noted.

FAVORABLE Congressional action responsive to the needs of farmers and other working citizens, not only made possible the establishment of programs of vocational education but has expanded and strengthened such programs. Some of the most noteworthy Congressional action has come in the past seven years. Congress blocked in 1953 and again in 1954, recommendations of the Administration for cuts in the Federal appropriation for vocational education. But in spite of almost universal support of interested organizations and of the Congress itself, for a Federal vocational agricultural education in high schools, the Administration for the past two years has urged the complete elimination of Federal support of this program as well as other vocational education programs.

The historic and traditional support of Farmers Union for vocational agricultural programs in high schools can be summarized as follows.

FARMERS UNION believes that all children should have the opportunity to obtain the equivalent of 14 years of education in their own community.

Farmers, therefore, have a particular interest in the work of vocational agricultural teachers with young farmers. Technological advances in agriculture, together with the financial problems facing the young farm operator have provided even richer opportunity for the vocational agricultural teacher in the development of programs with out-of-school young farmers.

VOCATIONAL AGRICULTURE in high school continues to afford an opportunity for training in agricultural "know-how" for rural youth denied the opportunity to attend an institution of higher learning. Farmers Union believes, also, that a program along the lines of the highly successful GI bill would be complementary to high school vocational agriculture by affording greater opportunity for beyond high school training in agriculture and related fields.

ONE OF THE FINEST contributions made by high school vocational agriculture has been in the development of rural leadership. Work planned around cooperation, leadership, scholarship, thrift, community service, a variety of farming projects and public speaking, afford opportunity for well-rounded personal development and leadership training. Youth activities are emphasized within our own organization. The results of such leadership training are evident in the counsel, advice and guidance concerning post-high school education that many farm youth ask of vocational agricultural teachers, local farm organizational leaders and others.

Programs of vocational education—agricultural and home making—have been successful and recognized as such by farmers and others who understand the problem. The best tangible evidence that I could find of this comes from the resolutions of the 1959 convention of Farmers Union. Delegates approved the following resolution:

"Vocational high school and adult education under the George-Barden Act should be expanded through substantially increasing appropriations beyond the limits of existing law . . ."

The National Grange

By Herschel D. Newsom
National Master

FROM ITS BEGINNING, the Grange as an organization has been interested in education. The early by-word used to indicate the purposes of the Grange, was *to educate and elevate the American Farmer.*

Shortly after it attained the stature of a national organization, the National Grange approved an important document called the *Declaration of Purposes.* The section on EDUCATION reads:

"We shall advance the cause of education among ourselves, and for our children, by all just means within our power. We especially advocate for our agricultural and industrial colleges, that practical agriculture, domestic science, and all the arts which adorn the home, be taught in their courses of study."

CAREERS IN AGRICULTURE MEAN MORE THAN JUST FARMING

THE RECORDS indicate that the first vote taken supporting the teaching of vocational agriculture in the public schools, occurred in 1878. In 1897, following an address by Dr. A. C. True, the Grange "heartily endorsed" his proposal that agriculture, coupled with nature study, should be taught in the High Schools. Dr. True at that time was Director of the Office of Experiment Station in the United States Department of Agriculture.

The National Grange supported the "Page-Wilson Vocational Education Bill" in its 1912 session, and was active in its support of the Smith-Hughes Act in 1914, which brought the Extension Service into being. It strongly supported the Smith-Hughes Act in 1917 which established vocational agriculture and also the George-Deen Act in 1936, which substantially increased financial support for this program.

We have a long record of supporting agricultural education in the public schools.

LEARNING TO DO by doing, is a practical kind of education. To a farm boy or girl the sciences of botany, zoology, physics or chemistry are more meaningful than they would otherwise be, because they deal with things common to the everyday life of the farm environment in which they live. Couple class room teaching with home experiences and you teach in a most effective way. When this is also tied in with projects belonging to the pupil additional values are realized.

The vo-ag student gains experience in management, in business judgment and in self-reliance. The value of this method of teaching is indicated by the efforts of other teachers to tie their classroom teaching to every day living experiences. Truly vocational education has shown the way.

WHILE THE OPENINGS for young men and young women with farm background to be farm owners or operators become less in number each year, it does not follow that there are fewer openings for students of vocational agriculture.

It is true that only about 10 per cent of our total population will be engaged in the actual production of food and fiber. It is also true that 38 per cent or more are still engaged in the total of farming and related occupations. We have shifted much of the processing, packaging and other operations off the farm.

Butter, for instance, is no longer produced on the farm. Milk is produced on the farm but the process of first separating the cream, then churning the butter and packaging it all take place off the farm. The need for boys and girls with farm background, who have special training in high school and college to fill the jobs in the general field of agriculture is greater than ever before.

CAREERS in agriculture means more than just farming. Soil conservation technicians, writers for daily papers or farm periodicals and scientists in plants producing chemicals for farm use are but a very few of the hundreds of jobs that can best be filled by folks with farm background and the kind of high school training provided by vocational agriculture.

The opportunity for careers in agriculture has not diminished. It has simply moved, in part, off the farm.

Rapid changes are taking place in agriculture. Production records continue to be broken. Farms become larger to permit the efficient use of labor-saving machinery and equipment. Farms tend to become more specialized. Automation is moving to the farm. Investment in machinery and equipment is being substituted for payment for labor.

Some believe this will tend to eliminate the family farm.

I do not think so.

In Bible days it was recognized that the hired worker did not have the same interest as the owner. Human nature has not changed. The family farm will continue to be the successful operation, but it will be a bigger farm, requiring more machinery and equipment and more capital. Our farm credit structure must be developed to meet this need.

In some cases it may be wise to incorporate the family farm. This will permit the orderly transfer of ownership from one generation to the next. It can also help solve the problem of capital investment. While several children share in the ownership of the stock of the incorporated farm it is still a family farm to all intents and purposes, with the son or daughter actually living on and operating the farm —gaining increased share of the ownership as he is able to buy stock from the brothers or sisters.

It is difficult to believe that this type of farm, or a farm totally owned by the owner-operator, will be forced out of the picture by any type of large corporation farm where the management and the labor is all hired. But we *will* continue to need a well educated, able farm couple to handle the family farm of the future.

CONSIDERABLE PROGRESS has been made in the intent of the Grange "to educate and elevate the American Farmer."

No longer is the farmer or his wife identified by their style of dress, their language or in their mode of travel. Conveniences of the city have been brought to the farm. People generally recognize that the successful farmer of today must be a well educated man, with a background of information in many areas of science, economics and technology. He must also know how to express himself in public meetings, he must know parliamentary law, and he must be able to participate either as a member of or as a leader in organizations.

It is apparent that the instruction and training received by students of vocational agriculture is excellent in preparing them to be successful farmers as the Grange visualizes a successful farmer. They receive training in organization work. The FFA Ritual, similar to that of the Grange, develops an appreciation of farming as a way of life as well as a way of earning a living. The FFA organization in all its activities provides a variety of educational opportunities. In like manner the Grange in its various programs and activities provides educational opportunity. It becomes a school after school. The aims and objectives of the two organizations are so similar as to be almost identical.

The record total production of our farms bears testimony to the wisdom of the educational program set up almost a century ago by the Grange. The greatly increased production per acre, per hen or per cow, coupled with the even greater increased production per farm worker, bear testimony to the fine educational farm program of which vocational agriculture has been a most important part.

VOCATIONAL AGRICULTURE HELPS FARMERS MEET NEW CONDITIONS

While we have not yet reached our ultimate capacity to produce, our major problem today is one of marketing in an orderly fashion. We need a plan that will offer the American farmer, who has provided our nation with an abundant food supply, a just share of the national income. This should be done not through direct or indirect subsidy from government, but rather through programs approved by commodity groups, to operate within the framework of federal legislation.

This program should make sure that the small surplus production does not set the price for the entire commodity.

We in the Grange believe we have a plan to accomplish this. We now need and will continue to need the help of well educated, thinking young farmers to help us get this job done and to meet the problems of the future.

We look to vocational agriculture to continue to educate young men, preparing them to take their places in organized agriculture and to help solve the problems of the future.

The American Farm Bureau Federation

By Charles B. Shuman
President

THERE ARE NEW and better days ahead for American farmers. Farming today is a highly mechanized, technical and competitive business. Only the best trained young men and women will be able to earn a satisfactory living standard in the agriculture of tomorrow. They will need the best possible education and training. They will also require the services of a vast army of even more highly trained specialists in the service and supply businesses.

Perhaps the one word which characterizes modern agriculture more than any other is the word "change." The income earning ability of a farmer, or for that matter any other businessman, depends in large part on his ability to adjust his operations to changing conditions. Government programs or activities which delay or discourage adjustment to change hurt farmers. There is a proper and important place for government action in agriculture. Agricultural research, vocational education, extension information work and agricultural credit are good examples of governmental activities which have helped farmers in their efforts to adjust to changed conditions. On the other hand, the government price fixing program which generated a $9 billion crop surplus has caused farmers to delay needed adjustments. It has slowed or prevented important changes in agriculture.

VOCATIONAL AGRICULTURE education has been a major factor in helping farmers to make the necessary adjustments to meet new conditions. It has been strongly supported by the Farm Bureau organization at county, state and national levels. We have aggressively opposed expanded federal aid to education because it involves the increased control and eventual domination of our public school system by the federal government. However, we have supported adequate appropriations for vocational education under the Smith-Hughes and George-Barden Acts. The American Farm Bureau Federation favors the development of area vocational training schools where needed, but we believe that these schools and other expansions of vocational training should be the primary responsibility of state and local government. Federal aid and federal control have always gone together. It is important that vocational education be adapted to the varying needs of local communities.

As we look to the future we must recognize that the period of rapid technological change in agriculture shows no sign of coming to an end. Therefore, vocational agriculture education will also continue to change and adapt to new needs. Many presently rural areas will become urbanized and vocational training in other skills will replace vocational agriculture departments. As smaller numbers of farm young people will be returning to actual farm operation, their educational and training needs will change.

IN A RECENT Missouri survey of FFA boys, only about 20 per-cent planned to go into farming, while 30 per-cent intended to work in fields closely related to agriculture. Vocational agriculture education can be quite valuable to young people who engage in occupations which serve agriculture or are closely related to the farming business. However, the course of study should be adjusted to the future plans of the student. I am firmly convinced that a much higher proportion of the young men who intend to farm should plan to get a college education. Farm operation requires many management skills and the capacity to analyze problems, in addition to technical competence.

It seems to me that we should have three different types of curricula in vocational agriculture.

One would be for those young men who intend to go on to agricultural college and finally engage in farming or specialized agricultural work. This course of study should be closely correlated with the college of agriculture so that it could be an adequate preparation for college work.

A second course of study could be developed for young people who hope to farm at some future date but are immediately concerned with part-time farming, a job in industry or a business serving agriculture. Students interested in this type of program should supplement their agricultural courses with commercial, business or industrial courses. If such courses are not available, then the agriculture program should stress the economic, business and mechanical phases of farming. Such a program would be of immediate value to these students either for entry in business, or industry serving agriculture as well as enrollment in a college business or industrial program.

The third course of study would be a continuation of our presently effective four-year vocational agriculture program for those boys who cannot obtain additional education and who plan to farm. It should be designed to encourage high school graduates to continue in the available out-of-school adult agricultural classes.

It is interesting to note that as the number of people required in actual farm operation and work de-

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Four of America's Star Farmers
Take Time Out to Tell Us

"WHAT VO-AG HAS MEANT TO ME"

By Richard K. Arnold

OFTEN SINCE graduating from high school I have pondered the wonderful experience that came my way because I was enrolled in the vocational agriculture program and a member of the Future Farmers of America organization. If the classroom experience had been the only benefit derived from the vocational agriculture program, it would, indeed, have been worthwhile. By encouraging us to take part in the parliamentary procedure teams, judging contests, public speaking, and officer training camps, Carl Stuewer, our instructor, skillfully guided us along the road toward becoming competent, self-reliant leaders and young citizens. I understand now that this training was responsible for preparing me to serve as an officer in my school.

MANY TEACHERS have an influence on the character building of the students they teach, but I believe that in the vo-ag program we come the nearest to the stimulating type of instruction the Greek philosophers of old found to be so successful in preparing young men to take their place in society. This personal contact with my instructor was evidenced constantly as I progressed from my freshman year farming program of a dairy cow and heifer through a parent and son partnership operation involving 120 head of dairy animals and 450 acres.

The leadership abilities that I acquired through my vocational agriculture and FFA experiences led me eventually into the office of State President of the Michigan Association of FFA. Serving on many committees and attending a number of conferences and meetings were contacts which awakened within me a desire to serve people—especially farm people—and society as a whole. Later, I had the opportunity to be State President of the Farm Bureau Young People and a member of many state and national committees. I found I liked people. Vo-Ag helped me discover this.

AS MY FARM business expanded, I faced the problems that accompany a large business. Financing, using farm equipment, managing labor, and handling all of the hundreds of detailed jobs in this business require the very best of both education and experience. We are taught in the vocational agriculture program the importance of setting goals for ourselves, whether in a farming enterprise or life in general. I continually had to reappraise my goals in light of the times and my maturity. I was encouraged to attend a short course at Michigan State University in Dairy Production, and it was through this experience I discovered the need for more education in agriculture. I am at the present time continuing a program majoring in agriculture at the university. It is because of my faith in the future of agriculture that I feel the need for preparing to serve, rather than to be served.

I have found through experience that agriculture is a basic industry. It is changing and will continue to change at a rapid pace. My vocational agriculture background and leadership training in FFA activities has served as a firm foundation to meet the continuing changes. It has helped me to adjust to the time lag between the discovery and application of new concepts and methods.

AGRICULTURE still has its unsolved problems. These have become a challenge to me. I believe I can work in agriculture toward the golden sunrise so symbolically portrayed in the Future Farmers Emblem. I repeat that my vocational agriculture, FFA experiences, and personal relationship with a dedicated teacher of vocational agriculture have meant the world to me.

About Stanley Chapman

STANLEY CHAPMAN, Star Farmer of America in 1953, is now a well-established young dairy farmer at Duvall, Washington. He is the owner of 160 acres of rich land in the Snoqualmie River Valley. He milks 91 head of registered Holstein cows in a modern pipeline and stainless-steel tank type dairy barn. He has 90 head of registered replacement heifers and plans to sell the older cows this fall and have a milking barn full of first-calf heifers. Last year, his milking herd averaged 615 pounds butterfat and 17,387 pounds milk. Production of the farm has been doubled since Stanley assumed management as a junior in high school. Practically all of the feed for the dairy cattle is produced on the farm.

Recently, the most disastrous flood in 26 years hit the Snoqualmie River Valley. Through diligent around-the-clock work. Stanley was able to minimize his losses. He even saved all of his young stock by putting 33 head of calves in the hayloft. Stanley was still "digging out" from the flood when interviewed by this reporter. Here is what he had to say about *What Vo-Ag Has Meant To Me.*

"It is my sincere belief that vocational agriculture is highly responsible for the degree of success that I have had in dairy farming. It makes the difference between being just a man who milks cows and one who is recognized as a well-established, successful young dairyman. Early in my high school career, through the influence of my vo-ag training and Future Farmer activities, under the capable leadership of Allan Borlin, my vo-ag instructor at Monroe High School, I realized that to be a successful dairyman I would not only have to be better trained but also more efficient in the operation and management of my dairy farm than the average dairyman. This became my goal, and I have steadily and determinedly worked toward that end. Vocational agriculture was highly instrumental in paving the way toward my establishment in dairy farming. Quite likely I would be a dairy farmer today even though I had not enrolled in vocational agriculture, but I know I would not be as well established. I have found that the objectives of the vocational agriculture program in general and of the FFA in particular are such that high accomplishments are assured if an individual participates and applies himself.

"MY VOCATIONAL AGRICULTURE instructor and program taught me the value of being adaptable. Modern agriculture is changing rapidly. What was true yesterday is not necessarily the best answer or practice for today or tomorrow. This is especially true of dairy farming. I feel that the basic background in agricultural science attained in four years of studying Vo-Ag has given me a sound basis for planning my farming operations and the ability to adapt them to new ideas and practices. It taught me to realize that gaining knowledge and becoming proficient in farming is a cumulative process; one must keep studying to keep abreast of the times. However, a solid background in basic agricultural science is essential to making decisions and planning improvements.

"It is well established that we learn through experience and that through schooling we learn from the experience of others. I am grateful that I had this advantage through the vo-ag program and the guidance and counsel of a very fine vocational agriculture instructor. The philosophy of *Learning by Doing* is certainly sound. My

dairy farm is highly mechanized and the many things that I learned in farm mechanics have been invaluable to me. I find that I remember best the things that I learned in this manner."

By Forrest Davis

IN SEPTEMBER of 1942, at the age of 14, I enrolled in a class of vocational agriculture in Quincy High School, Quincy, Fla. Since I was born and reared on a farm, I had always been interested in farming. However, at this stage in life I, like most boys that age, was undecided as to what type of vocation I would choose as my life work.

After a few classes, I became extremely interested in vocational agriculture. I realized that I had a wonderful opportunity to carry on a good supervised farming program. My father was in the lumber business and spent very little time looking after the home farm.

Every spare minute of my time I spent working with my projects. I decided then that I would be a farmer when I grew up. At first, my projects were on a small scale with most of the earnings being reinvested into my supervised farming program. By the time I graduated from high school I had enough equipment and land to become established as a full time farmer.

WHILE TAKING vocational agriculture I joined the Quincy Chapter, Future Farmers of America and became a Green Hand member. The next year I received the Chapter Farmer Degree. Upon being awarded the State Farmer Degree in 1946 I was selected as the State Star Farmer and elected Vice-President of the Florida FFA Association. In this organization I had the privilege of traveling all over the country.

I remember very distinctly my first trip to Kansas City, where the National FFA Convention is held. It was at this convention I decided to strive for the American Farmer Degree and the Star Farmer of America Award. After much planning and hard work, my dream became a reality at the convention in 1950.

As rewards I received a check for $1,000 and an expense paid trip to Denmark. For a country boy, this was certainly an experience.

Also, upon arriving home, a day had been designated by the citizens of Quincy and Gadsden County honoring me for my achievements. At the barbecue given in my honor a tractor company replaced one of my old tractors with a brand new one. This honor was certainly the greatest thrill of my life.

The trip to Denmark was an experience which I shall never forget. Even though the farming in Denmark is much different from that in Gadsden County, I certainly learned a great deal. I had the privilege of talking with farmers all over the country. Today as I farm on my little farm thousands of miles away, I remember many farm operations as they were

carried on in Denmark, and have profited from the visit to Denmark.

Certainly, the opportunity of travel which I gained by being in the FFA has helped me become a better farmer and citizen.

All of my vocational agriculture training, however, was not confined to traveling. I had valuable experience in parliamentary procedure, public speaking and citizenship which has helped me in meetings of farm and civic groups. Also, I had valuable experience in farm shop and carpentry work—all of which have been invaluable to me in operating my farm.

Although I never attended college, I feel that my experience of *Learning by Doing*" has enabled me to meet the competition of older, more experienced farmers. The little success I have achieved I owe to my vocational agriculture and Future Farmer training.

I will always cherish the memory of these experiences.

Note by State Supervisor: Forrest Davis has been very modest in telling the story of his climb up the ladder from a first year vocational agriculture student and a Green Hand in the FFA to the American Farmer and Star Farmer of America awards and to successful establishment as an outstanding farmer and citizen.

In 1952, at the age of 21, Forrest was elected as a Director in the State Farm Bureau organization, a position he still holds. In 1955 he was selected as one of five outstanding young farmers in Florida by the Junior Chamber of Commerce. He served for two years as President of the West Florida Livestock Association, which sponsors one of the best Steer Shows in the Southeast. He is a leader and worker in his local Church.

Young Davis' present farming program consists of 16 acres shade tobacco; 100 acres improved pasture; 100 head beef cattle; 100 acres corn; a home garden; home fruit orchard; home poultry flock.

About Burd Shantz

Show Tops Farm, located in Rockland Township, Berks County, Pa., is the home of the 1954 "Star Farmer of America," Burd Shantz. His wife Joyce and son David live and work here and have become recognized as an outstanding farm family in this community. If you visit Show Tops you will see a well-kept farm, a well-bred herd of Holsteins, and many soil-conserving practices.

You will meet a happy, hard-working and successful family. In talking with Burd, he will tell you what vocational agriculture has meant to him, especially the FFA activities. He has this to say:

"Leadership ability can be learned and I am still learning. As a member of the Kutztown FFA, as a committee member, and finally as president of the chapter, I sure am glad for the things I learned about leading and organizing our club's activities. Today I am active on our church council, in the Topton Grange, as a director of the Berks County Holstein Association and a member of the Pennsylvania Farmers Association. Twelve years ago when, as a Green hand, I studied parliamentary procedure in class, I didn't realize how much I would need this information. It is paying off for me today.

"WHEN YOU develop abilities and skills to match your interests a certain amount of success should follow. That is about what has happened in my life so far. I was interested in agriculture, particularly dairy and poultry, since rather a small boy. My mother helped me to enroll in a high school outside my district so I could study vocational agriculture. This is where I got the start that led to my present position. I was much more interested in all school activities because I was able to enroll in a course of study which matched my interests.

"Studying approved practices in agriculture, soil conservation, leadership, and record-keeping in vocational agriculture have been the things that gave me the understanding to go ahead. Practicing while I was studying or learning by doing with the supervision of my instructors and mother provided me with the proper attitudes and atmosphere for learning.

"Vocational agriculture means a course of study, the beginning of a way of life and a way of making a living, of a way to serve, and of a way to learn to serve. It gave me the basis for further on-the-job learning. The instructor's continued interest through the young farmer's program was most helpful in becoming established in farming.

"Today I market my milk through the Lehigh Valley Farmers Cooperative. I serve on the advisory board of this cooperative and also on the board of directors of the Berks County Farm Bureau. I buy my farm supplies and feed through this organization. This cooperative way of living and doing business had its beginning in my vocational agriculture classes and FFA activities.

"We try to fertilize and lime according to test. We plant adapted varieties. We contour strip where necessary. We removed stone fences to lay out our cropping system more efficiently. We built a farm pond. The importance of all these soil-conserving and improvement practices was impressed on us during class. The technical services were available in our county to help us do it.

"My herd of 70 pure-bred Holsteins started as a heifer project in ninth grade. Ten years ago we shipped a can and a half of milk a day. Today we ship seventeen cans. We went on DHIA when I had 18 cows milking on an average of 474 lbs. of butter fat and about 12,000 lbs. of milk. Today our milking herd numbers 36 and our average production is 541 lbs. of butter fat and about 15,000 lbs. of milk. I am growing into farming as planned during my school days."

Mrs. Shantz says that the house hasn't been neglected. As a matter of fact, many improvements have been made.

One leaves Show Tops Farm feeling rather good about the credit Burd gives to vocational agriculture and his FFA work in high school.

Grass Roots Support

(Continued from page 26)

clines, the need for specialists and service personnel to serve this smaller number of farmers increases. It has been estimated that approximately 15,000 jobs per year are available to college agricultural and home economics graduates, while the land-grant colleges are turning out only 8,500 graduates. Of the 25 million workers in agriculture and related fields, less than 10 million are full-time farmers while 6 million provide services for farmers and 9 million work in agricultural processing and distribution.

OPPORTUNITIES in agriculture are almost unlimited, but these opportunities are not for young men who can plow a straight furrow so much as they are for young men who have well-trained minds and the ability to analyze problems. Yes, we need to emphasize training in technical skills, but we also need to broaden our basic educational training in economics, marketing, finance and management.

Vocational agriculture education is faced with a great challenge and an equally important opportunity. I am confident that the necessary adjustments will be made so that agriculture's educational and training needs will be more adequately served. There is indeed a good future for farm young people who have the ability to think independently, to intelligently evaluate problems, and to make well-considered decisions. There is no surplus of this type of leadership in agriculture.

Change Is the Order

(Continued from page 21)

We have made only a small beginning in providing young farmers with the kinds of education they need as they become established in farming and assume responsibilities as beginning farm operators. *Much larger numbers of adult farmers need instruction* adapted to their needs in making necessary adjustments in farming, participating in decisions which affect farming, and improving farm living.

Teachers, school administrators, and others responsible for public education for persons of all ages who can benefit from it need to look upon education for young farmers and adult farmers as integral parts of the total job of teachers of vocational agriculture. Rather than considering these activities as sidelines for extra pay, they should be incorporated into the contractual relationships of teachers of vocational agriculture and considered as a normal part of the job.

THE ROLE of vocational education in agriculture in "related," or non-farm agricultural occupations, needs to be clarified.

Much confusion exists, and this confusion is being increased by some writers, as to the kinds of preparation needed for these occupations and to the extent that vocational agriculture on the high school level should embrace education for these occupations. Much research remains to be done to clarify our position.

It is becoming clear that teachers of vocational agriculture can provide useful guidance for these occupations and help students in vocational agriculture and others to become aware of the opportunities in them. However, *much of the specific preparation for these occupations is being provided and probably will be provided through post-high-school education and on-the-job training.* Some of these occupations require special education on the college level, but there is a great need for technical types of schools which provide appropriate education, after graduation from high school, for various occupations of this type.

Many persons agree that vocational education in agriculture on the high school level, including good farming programs, provides a good foundation for many non-farm agricultural occupations.

TEACHERS OF vocational agriculture have an important role in guidance.

These teachers can, and many do, aid persons to analyze realistically their opportunities in farming, and, as already mentioned, they have much to contribute to guidance for agricultural occupations. Increasingly, *it is becoming evident that vocational agriculture on the high school level is not a terminal program,* even for those who continue in farming. For the latter, young-farmer and adult-farmer education and other kinds of continuing education of less-than-college grade are needed. For some of these persons and for others who expect to enter college or secure other post-high-school education, guidance is needed to analyze occupational opportunities, to determine kinds of preparation for specific occupations, and to plan the combinations of high school subjects to enter appropriate educational institutions beyond the high school. In providing guidance activities of these and other kinds teachers of vocational agriculture should seek to supplement and strengthen the total guidance programs in high schools.

TEACHERS of vocational agriculture should assist in improving the total educational program in a high school.

These teachers should encourage the development of a broad program of adult education for the school. They should aid in securing subject offerings at the high school level which will provide a balanced educational program for all students. They should participate in activities which improve the quality of instruction provided by themselves and other teachers in a local school. *In these and other ways, they should cooperate in the development of a program for a comprehensive high school worthy of the name.*

TEACHERS of vocational agriculture should recognize the place of the public and encourage lay groups to participate in determining policies for the local program in agricultural education in the public schools.

Citizens consulting committees or advisory groups for the school system as a whole and similar groups for agricultural education should be selected and used in ways which have been demonstrated to be effective. Such groups provide for improved communication between the public and its schools and serve as a means for the public to share most effectively in policy-making functions and in important decisions which affect public education in general and agricultural education in particular.

TEACHERS of vocational agriculture and others in agriculture should be willing "to stand up and be counted" in refuting unfair criticisms, prejudices, and pure myths about farmers and farming.

In many instances, farmers have been victims of unfair publicity. *Agricultural educationists need to know the "facts of life" about farming and agriculture and be objective in helping to correct misconceptions* and enlighten persons who reveal their ignorances in these matters. Many persons in farm-

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Kalispell vocational agriculture students place forms as they prepare to widen ramp.

The vo-ag shop, above, is in use as a setting for the state seed show, sponsored by the Kalispell Chamber of Commerce, Extension Service, vo-ag department, and Flathead FFA.

Of vital import to a good program—

A GOOD VO-AG SHOP

By H. E. Robinson

OUR VOCATIONAL BUILDING was constructed in 1949. The Vo-ag shop is 96′ x 74′, with main shop doors at each end measuring 12′ x 12′. For our purposes doors 14′ or 16′ wide by 14′ high would be more practical.

A 50′ x 150′ storage yard is attached to the north end of the building. This yard is enclosed with a 10′, (climb proof), wire mesh fence. There are three 16′ gates, one for the main entrance, one back entrance, and one for the concrete loading ramp.

Our loading ramp was originally built 12′ wide. This we found to be too narrow for loading most farm equipment. In 1957, the sophomore vo-ag class rebuilt the ramp and gates making a 16′ wide area for loading larger equipment on trucks and trailers.

A 30′ x 48′ brick veneer cold storage shed is located in the far corner of the fenced yard area. We feel that the fenced yard and the cold storage shed help make the more expensive and heated shop area much more efficient. Whenever waiting for machinery parts or waiting for an absent student the machinery can be put in this area out of the way. This gives a better use of the heated working areas.

Even though the shop seems large, part of the year we do need more room for shop projects.

Most of our equipment has been rented at times to farmers as a community service activity. Our three drills —which are mostly specialty drills— were bought with the community service idea in mind. The three drills have seeded more than 4,000 acres since we have had them. Since these machines cover a large acreage each year and are also used by different operators they provide machinery maintenance experience to the different shop classes.

We have a Chapter farm with 130 acres under cultivation. We produce certified and foundation seeds for the open market. We have 15 acres this year under contract to a commercial company.

With the exception of the 1½ ton truck, all farm machinery and farm equipment listed on this page are owned outright by the Chapter. The other half interest in the truck is owned by the high school. All equipment has been or is being paid for by the Chapter. No tax money is invested in the FFA farm equipment.

In cooperation with the Extension Service, the Soil Conservation Service and the 4H Council, we furnished the 671 Ford tractor and driver, and the other groups furnished the tree planter to plant 86,000 trees last year. This year the tree order amounts to 158,000 trees to be planted in the spring.

Some of the factors we feel are essential to a good vo-ag shop program are included in the following list:

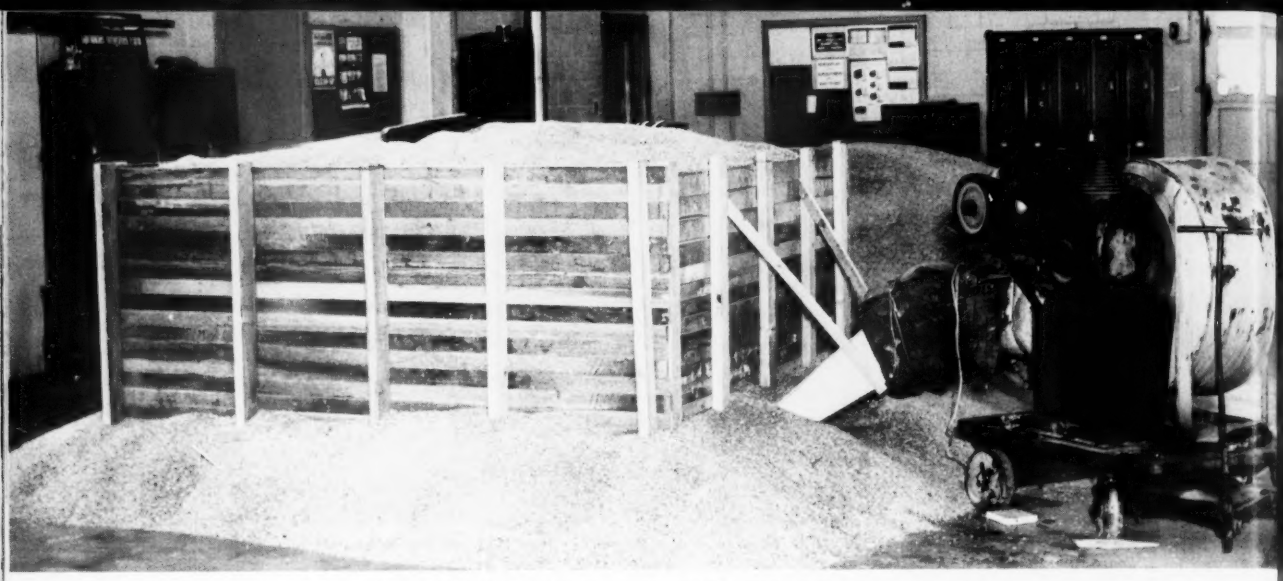
- An interested instructor, working over a period of years. It takes time to build a good agricultural education program!
- A vocational agriculture shop equipped to do practical farm maintenance and repair work. (This does not necessarily include a lot of expensive woodworking tools such as band saws, routers, shapers or a boring bar for motor blocks.)

Vo-ag *Instructors* at Flathead County HS:

H. E. ROBINSON at Kalispell since 1937—graduate of Montana State College in 1932. Master's Degree at Michigan State in 1952.

LUTHER LALUM — Freshman green hand at Flathead County High School 1937. Four years in Armed Forces. Graduated in 1950 from Montana State College. Has been instructor at Flathead since July, 1952.

Vo-ag enrollments have varied over the years between 85 and 130 students.



The Flathead FFA chapter constructed this seed drier, shown in operation.

• Shop jobs that are related to the farm needs of the community.

• Demonstrations that provide opportunities for each young man to practice this skill.

• The consistent use of the word *men* when referring to or speaking to class groups.

• Training in essential skills the first year. Many such skills can be acquired while making a small project for home use. Tool sharpening, tool care, metal working, basic carpentry, soldering, painting, and handle fitting are some of the skills a beginner should learn before he is ready for more involved jobs. These skill jobs are not only essential for progress of the student, but they are a great help in shop discipline.

• Early training for freshmen in cleanliness, safety, and shop discipline.

• The completion of a set of skills and shop jobs in each of the four years of high school. (Some variations will have to be allowed for individual students.)

• The provision of welding experience for those who are interested and particularly for those who have facilities at home.

• Rules that will prevent the shop from developing into a car body modification and car tinkering center. Advanced students may work on motors, with one or two motor overhaul jobs set as the limit.

• Careful maintenance of a chart showing what each student has or has not accomplished. A good progress chart helps instructors keep track of the individual student's work.

• Emphasis on teaching an understanding of principles and a value of good practical maintenance. The vo-ag shop objective should not be to produce specialists!

• Arrangements for students to advance in accordance with the skills they have acquired and their own individual abilities. A shop check chart helps to prevent repetition of jobs that are easy or skills already acquired by the student. It also helps point the way to new skills and new jobs.

Equipment Owned by the Flathead FFA Chapter

(1) Irrigation unit which includes:
  a. Wade rain couplings
  b. 540 G.P.M. Gould Pump with 25 h.p. Westinghouse motor
  c. 2200 feet of 6" aluminum main line
  d. 1820 feet of 4" aluminum sprinkler lines
(1) International C tractor
(1) Ford 8 N tractor
(1) Ford 671 tractor
(1) 10 foot Caulkins rod weeder
(1) model 60A Allis-Chalmers combine
(1) International mower
(1) half interest in 1½ ton Dodge truck
(1) shop-made subsoiler
(1) Dearborn hayrake
(1) Dearborn 6 ft. field cultivator
(1) two row International cultivator and fertilizer unit
(1) six foot offset towner disc
(1) 3 section harrow
(1) 4 row International cotton seed planter for planting light seeded grasses, such as orchard and brome grass
(1) International pasture renovator drill
(1) Brillion combination grass, grain and fertilizer drill
(1) Pressure spray gun—complete unit.

Some of Flathead High's Vo-Ag Shop Equipment

(1) three ton overhead hoist and track. The track is the full length of the shop
(1) two ton floor crane
(2) two ton hoist
(4) acetylene welding outfits
(3) A.C. 180 amp. welders
(1) D.C. 300 amp. electric drive welder
(1) 9 inch South Bend lathe
(1) 10 inch Sheldon lathe
(1) Sunnen wet hone
(1) 1½ h.p. electric drill
(4) electric hand drills ¼" to ¾"
(1) Stanley tool grinder
(24) wood vises on the wall benches in woodworking area
(1) Delta 10" saw with jointer
(1) 50 ton press
(1) 10 ton floor jack
(1) 3 ton floor jack
(1) 5 h.p. buffer and grinder
(1) 1 h.p. Clark portable grinder
(1) large hearth forge
(2) 150 lb. anvils
(1) Black and Decker portable saw
(1) full set of wheel and gear pullers
(1) Black and Decker valve refacer set

Note: We have practically all the hand tools needed for general farm machinery equipment, building construction or maintenance.

Most of the time we have a large variety of machinery and other projects in the shop. There are several reasons why we are seldom short of good learning and doing jobs:

We have a 1½ ton truck to help bring in large or otherwise hard to handle projects.

The boys often borrow the machinery companies' or other farmers' trailers.

There are adequate loading and unloading facilities at the shop.

The Chapter has its own farm equipment and rental machinery to be kept in repair.

By John Van Sant

When it comes to Rural Development Programs—

KENTUCKY CAN SHOW US HOW!

IN THE 40 years of the Smith-Hughes Act, we have developed our Rural Development Program in Kentucky as the peoples' program. So to do, we teachers of vocational agriculture serve the people of our patronage areas. We help farm people to recognize their situation as it exists, we guide them in setting as a worthy goal a suitable level of living, we help them recognize obstacles blocking the way to this goal, and we help them analyze problems.

We also help gather and present information to solve these problems, we give guidance in weighing each piece of evidence as it applies to problem solving for both groups and individuals, and we encourage farm people to apply properly the decisions they make.

These steps are used in a problem-solving procedure. If we approach the people on their level and try to develop learnings that will make them self-active, we must follow natural procedures that are based upon reflective thinking and of quality.

The Rural Development Program has put increased responsibility on vocational agriculture. We need to expand our programs, especially for young and adult farmers.

In Kentucky, nearly four-fifths of the males on farms over 14 years old have never been to high school, hence have not had attended classes in vocational agriculture.

Simply because these farmers did not stay in school is no reason to deny them the training they need. Reaching them is our greatest challenge.

Because these persons want to farm and are more or less established in farming, our teaching results will probably show up quicker among them than in any other group.

In working with high school classes, we realize many of our boys will not stay on the farm. But we believe they will be better men because of farm training. The responsibilities that go with living on a farm are great character builders.

Of course, many boys who do not become farmers will someday work with farm people. So, opportunity for leadership development and also for learning cooperation should not be overlooked.

HERE IN Elliott County, vocational agriculture teachers have helped organize small communities in the Rural Development Program. We try to reach the rural people on the local level by working with small divisions, based upon school sub-districts. These sub-divisions cover the patronage areas of one-room and two-room schools.

We are making every effort to consolidate our schools. With buses serving every community, 400 boys and girls are brought to a county school for grades 9 through 12. Our vocational agriculture department of approximately 80 boys is here.

Rural development functions of a vo-ag teacher are to render services as a member of the country agency committee, develop interest in the Rural Development Program, instruct classes in agriculture and supervise farming programs of class members, and develop leaders among the people.

A member of the county agency committee performs two-fold services. First, he works with such agencies as the Extension Service, the Soil Conservation Service, local health officials and local schools in coordinating our program, giving needed assistance with as little overlapping of services as possible. This lets him reach more people. Secondly, he assists both county and community working committees in an advisory capacity. In working with committees in agriculture last year, our efforts were ramified as follows.

We developed a feeder pig sale, encouraging farmers to keep one or two brood sows for production. Boys in vo-ag established two pig chains. Eighteen lads bred 23 sows last year.

We eradicated Bang's disease in dairy cattle. Elliott County was the second Kentucky county to be rid of it. Vo-ag boys circulated petitions and helped get the job done.

We explored the possibility of a grade C and a grade A milk route, and brought 100 dairy heifers in from Wisconsin.

We encouraged establishment of one-ram and two-ram flocks of western ewes for spring lambing. Several new flocks have been started. Two boys bought one-ram flocks of 25 ewes each with money lent by the Farm Bureau at one per cent interest. In both cases, the fathers also bought 25 ewes and father-son partnerships were set up.

About two-thirds of Elliott County land falls into Capability Class VII. Need for reforestation is great. We set 67,000 pine trees in the county; more would have been set had they been available. Vo-ag lads set 9,000 of these trees for farmers, earning money to carry out FAA programs. We have contracts to set 28,000 trees this month at one cent each.

On our rolling to steep land, a close growing crop is needed to prevent soil erosion. Over 800 acres of pasture were seeded last year. Our vocational agriculture students established 105 acres of pasture as im-

Change Is the Order

(Continued from page 30)

ing, resent the attempts to deny to farmers certain benefits while special privileges are taken for granted in many other segments of the economy.

TEACHERS AND OTHERS in agricultural education should have faith in the future of vocational education in agriculture and in other forms of agricultural education in public schools.

Agriculture is still basic to the well-being of society, and farming is not going to disappear as a means of livelihood for many people. It is true that farms are becoming fewer and larger, but there are nearly four and one-half million farms at present, of which about two million produce most of the products sold from the farms.

In the future, we may be providing vocational education in agriculture for somewhat fewer persons at the high school level; but there is a vast opportunity for reaching increased numbers of persons actually engaged in farming. *Reductions in numbers of farmers mean that each farmer must "count for more" and hence must be educated to carry increasingly greater responsibilities.* This education is a continuing process for which vocational agriculture has an important responsibility.

FINALLY, all persons in the profession of agricultural education must assume responsibilities for helping to bring about modifications which are needed and will be needed in the future.

Teacher educators, supervisors, persons at the national level, and teachers of agriculture have opportunities to share with the lay public, school administrators, and other teachers in making changes which will strengthen all phases of agricultural education and education as a whole in the public schools.

Kentucky Can Show Us How

(Continued from page 33)

provement projects in their farming programs. They plan another 418 acres this year.

WE PLAN to work with the people in general education to develop agriculture units of instruction. Some units suggested are: Conservation of Our Natural Resources; Survey of the Home Rural Community (Elliott County); and Responsibilities and Privileges of Rural Living.

In attempting to motivate and develop interest in rural development, the program is discussed at every opportunity. Effort is made to interest community leaders and followers in cooperation. Tours are conducted to cooperating communities so as to teach by example within counties, as well as elsewhere in and out of state. People in general education, business, and industry have become interested in working with area, county, and community Rural Development organizations. We work with civic groups in developing programs to improve social and economic relationships.

Contests are being conducted in certain phases of rural development work; cooperation is stressed, as well as friendly competition. Development and encouragement of score cards for self-evaluation is stressed.

In providing farm and classroom instruction, we make every effort to fit instruction to the needs as they appear in the learner's situation. We conduct community adult classes in groups of from 10 to 20 farmers. Improved practices are taught to help establish these men more firmly in farming.

WE BELIEVE farmers carrying out improved practices will encourage others to adopt them. Attempts are made to develop leadership qualities and the adult-farmer class is used as a core for organizing community Rural Development Programs. In working with high school students, we stress that a well planned, balanced farming program is necessary if instruction is to be put into practice. This involves improved practices in all productive enterprise projects, improvement projects, and supplementary farm practices.

We urge that accurate financial, production, and labor records be kept and used. We encourage cooperation and the assuming of responsibility as vital. These have been exemplified in pig chains, cooperative buying of plants, seeds, and fertilizer; and also in carrying out the FFA program of activities and in raising funds to carry it out.

Friendly competition gives zest to efforts. Our boys enter local, district and state contests on both an individual and chapter basis. Deserved publicity is fine so we commend the boy for a job well done.

Teachers of vocational agriculture should make every effort to serve their communities. Whether we call it Rural Development or not, we have assumed the responsibility. It is up to us to do the best possible job.

The entire Georgia Congressional delegation feted Jim Thomas, 1959-60 President of the FFA at a luncheon on Capitol Hill Feb. 1. Center, Congresswoman Iris Blitch of Georgia; r., AVA Executive Secretary and one of the founders of Georgia's FFA Dr. M. D. Mobley. Jim is the first Georgian to achieve this high honor.

Mr. Van Sant is a vocational agriculture teacher, Sandy Hook, Kentucky.

FARM ORGANIZATIONS CONTINUE TO SUPPORT SOUND VOCATIONAL EDUCATION

The National Grange, the American Farm Bureau Federation and the National Farmers Union have taken official action in recent months in support of continued, sound programs of vocational education.

The 1960 National Policies of County and State Farm Bureaus and the American Farm Bureau Federation will be based on resolutions adopted at the 41st annual meeting, Chicago, December, 1959. The resolution on Education reads as follows:

Public Schools

"As farmers and ranchers we have a vital interest in our public school system. We recognize the importance of constantly improving public education so that it will more adequately meet our needs.

"We need to develop greater individual appreciation of the problems of education, including the responsibility for student guidance and selectivity of courses, and greater emphasis on high scholastic attainment.

"An imperative need of our public schools is the establishment of curricula which help students to acquire a true concept of the basic principles and philosophy of the American system of self-government and the competitive enterprise system. We should continue to appraise the curricula of our public educational system at all levels to see that they meet our present and future educational needs.

"Farm Bureau opposes expanded federal aid to elementary and secondary education because it involves the increased control and eventual domination of our school system by the federal government. Proper financing of, and increased interest on the part of individuals in, the public school system at the local and state levels are necessary if we are to avoid an expanded program of federal aid to education. The public must recognize its responsibility in this connection.

"Federal appropriations for resident instruction in the land grant colleges should be maintained at the present level. We oppose the use of federal funds for the construction of buildings and facilities for the use of land grant colleges, state universities, and other institutions of higher learning.

"The American Farm Bureau Federation should continue to assist and to encourage State and County Farm Bureaus in a study of such problems as taxation in connection with school financing; school building needs; development of proper curricula; adequate teachers' salaries, including a merit system of pay; evaluation of subject matter in text books; and school district reorganization.

Vocational Training

"We favor the present method of financing vocational agriculture and home economics training. The expansion of such training should be the primary responsibility of state and local groups. Federal grants-in-aid should carry minimum controls."

Included in the report of the Committee on Education and Health, which was officially adopted by the Delegate Body, National Grange, at the organization's 93rd annual convention, was the following:

Vocational Education

"The National Grange (1) reaffirms its faith in and support of the vocational program of the public schools of the Nation; (2) recommends adequate financial and administrative support of vocational agriculture in order that it might more adequately serve the vocational agricultural education needs of rural youth and adults throughout the Nation; (3) recommends the expansion of educational opportunities for young and adult farmers; and (4) commends the vocational agricultural teachers of the Nation for their educational leadership in the public schools and in community development.

Pesticides

"RESOLVED, that the Federal government and experiment stations develop as rapidly as possible new pesticides which are less toxic to human beings and effective in pest control. We further resolve that the agricultural products that carry insecticides beyond the tolerance established by the Food and Drug Administration be prohibited from sale."

The official program of the National Farmers Union, adopted by delegates to the annual NFA Convention, Springfield, Ill., March 19, 1959, included the following statement entitled *Adequate Educational and Cultural Opportunities:*

"All children should have the opportunity to obtain at least the equivalent of 14 years of education in their own community. Federal and State laws should be enacted to provide for early establishment of completely adequate public rural and urban educational-cultural centers to meet the full needs of all people, adults as well as children. In addition to educational facilities, these centers should include parks, playgrounds, day nurseries, meeting halls, recreation equipment, and libraries with traveling auxiliaries. As we move toward this goal, provision must be made for sufficient financial aid to school administrators, teachers, and students to provide an equal opportunity for top quality education from the lowest to the highest educational levels our society affords. Attention should be given to special incentives which should be provided for high-aptitude students with the will to learn in the fields of science, humanities and mathematics and for the training of additional teachers.

"A program along the lines of the highly successful GI Bill should be renewed and its principles should be extended in workable ways to all young people according to need and to aptitude for college level education.

"Vocational high school and adult education under the George-Barden Act should be expanded through substantially increasing appropriations beyond the limits of existing law with authority to use additional funds in establishing area vocational schools.

"Low income farm families should be given special attention through vocational agricultural and extension programs with increased appropriations being used for education in both production and merchandising to increase their earning power and thereby increasing their contribution to the economy.

"Increased Federal appropriations for grants-in-aid to state land grant colleges are equally needed and strongly urged. Additional college teachers and buildings are urgently needed to meet current rising college enrollment and to provide experimental laboratories and research facilities for graduate training.

"We commend the action of state land grant colleges and state legislatures for acting to make vocational adult education services available to all farm families, irrespective of economic status or organizational affiliation. All remaining ties, formal or informal, between agricultural extension services and private farm organizations must be severed.

"We recommend further that all federal aids to states for elementary, secondary, college and graduate level education be completely safeguarded to preserve local control. Such grants should be based on relative fiscal capacity of the states. We are particularly concerned that educational facilities and faculties of colleges and universities in the rural farm states are having increasing difficulty in maintaining sufficient financial resources to maintain quality and scope commensurate to the need."

TENNESSEE APPOINTS RESEARCH COMMITTEES IN AGRICULTURAL EDUCATION

The appointment of a State Research Committee in Agricultural Education in Tennessee has been announced by John W. Carney, State Supervisor of Vocational Agriculture. At the same time, a District Research Committee was appointed in each of the three vocational agriculture districts in the state.

The purpose of the Committees is to plan and conduct educational research on problems faced by teachers of vocational agriculture in Tennessee high schools, Mr. Carney said. The State Research Committee will be responsible for statewide planning; the district committees will be more closely associated with the actual conduct of studies, as well as assisting the State Research Committee in planning.

The State Research Committee is composed of one teacher of vocational agriculture from each of the three vocational agriculture districts, a county superintendent of schools, a teacher trainer, and the state supervisor of vocational agriculture.

Each district research committee is composed of three teachers, of whom one is a member of the State Research Committee, and the district supervisor (ex-officio) of that district.

NEW JOURNAL RATE FOR RETIRED PERSONS

In accordance with formal action of the Executive Committee at the 1959 AVA Convention, members of the organization who have retired from their professional pursuits may subscribe to the JOURNAL at the reduced price of $1.50 per year. Orders should be sent directly to AVA headquarters, 1010 Vermont Ave., N. W., Washington 5, D. C.

INDUSTRIAL ARTS LEADER ROY G. FALES RETIRES

Dr. Roy G. Fales, one of America's distinguished leaders of industrial arts education, retired from active service December 31, 1959, after serving 44 years in the field of industrial education. He leaves the position of Chief of the Bureau of Industrial Arts Education, New York State Education Department, which he has held since the bureau was organized in 1949. He was appointed the first full-time supervisor of industrial arts, in the Division of Vocational Education, in 1929. At that time there was only one other state supervisor of industrial arts in the nation.

Dr. Fales' retirement culminates a long and colorful career dedicated to public education. Through his professional leadership the horizons of educators have been extended at state and national levels. As a leading proponent of the comprehensive general shop he fostered the concept of a broad exploratory program which is widely accepted throughout the country.

Prior to entering college he had a wide range of industrial and commercial experience, including four years as a draftsman.

Dr. Fales began his preparation for teaching at Buffalo Normal School in 1913. Subsequently, he earned a baccalaureate degree at Teachers College, Columbia University. He completed work for the master's and doctorate degrees at New York University.

His wide range of teaching experience in the field of industrial education includes manual training, vocational-industrial education and industrial arts education in elementary schools, junior high schools and senior high schools. In addition, he had extensive teacher training experience at the undergraduate and graduate levels. At the Lincoln School of Teachers College, Columbia University, he developed one of the first comprehensive general shops. The Lincoln School was an experimental one in which many educational practices generally accepted today were developed. His experience in a number of teachers colleges provided him with an excellent understanding of the preparation of industrial arts teachers.

During the past 30 years he was successful in organizing 40 regional industrial arts teacher study clubs serving nearly 3,000 teachers. He was largely responsible for the organization and development of the New York State Steering Committee for Industrial Arts which represents these clubs and coordinates their professional activities. The clubs and the Steering Committee have done much to advance industrial arts in the state.

In addition to working closely with the Steering Committee for Industrial Arts, he has been active in the New York State Vocational and Practical Arts Association and the AVA, which he served for four years as Vice President of the Industrial Arts Division. He had the distinction of serving as chief of the only separately organized Bureau of Industrial Arts Education in the United States, heading a staff of six supervisors. He is a member of three national honorary societies—Iota Lambda Sigma, Kappa Delta Pi and Epsilon Pi Tau which awarded him its highest honor, a Laureate Citation for his outstanding leadership.

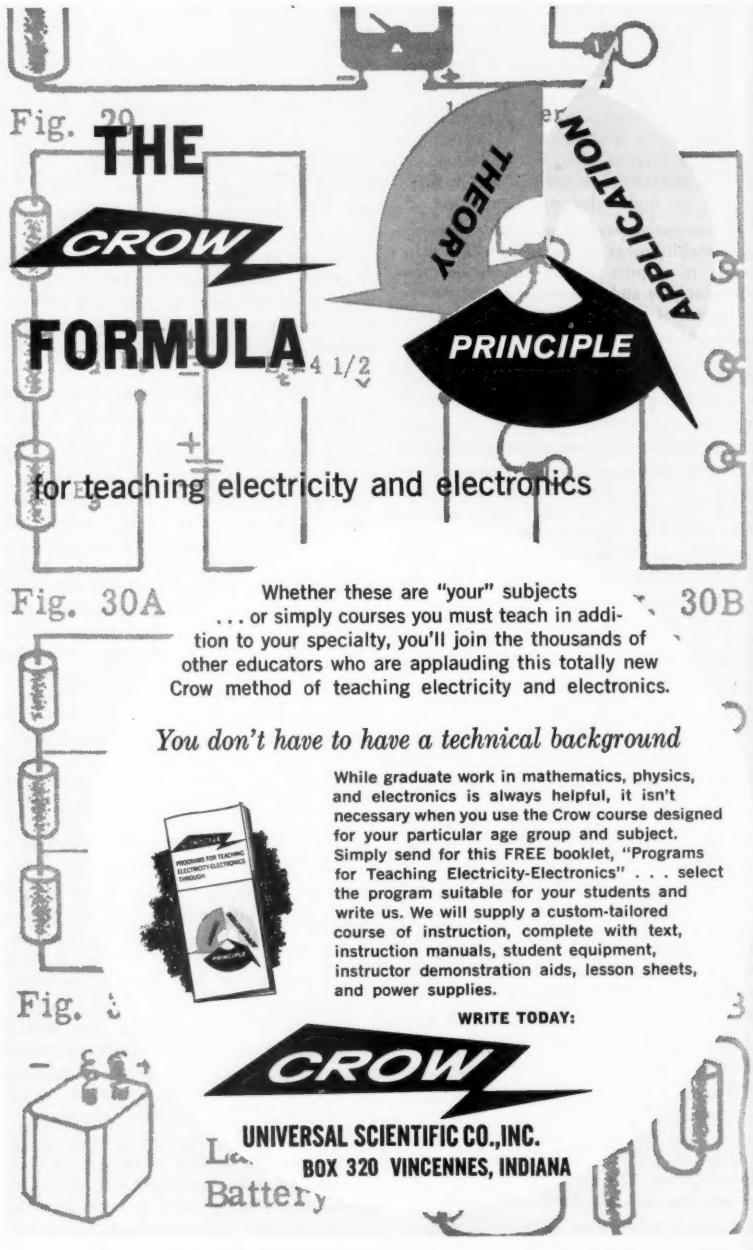
NYSVPAA also awarded him its highest honor, a medallion for outstanding service in the field of vocational and practical arts education. The Ship's Citation for leadership and service was added to the signal honors which he has received.

As Chief of the Bureau of Industrial Arts Education he gave direction to the preparation of a wide range of syllabuses, teaching guides, project books and administrative bulletins. Throughout the years he has contributed numerous articles to the professional literature. At the national level he served on a number of committees appointed by the U. S. Office of Education. One of the important contributions of this nature was the publication titled *Industrial Arts—Its Interpretation in American Schools.*

He plans to remain active in industrial arts education, to travel and to continue his long interest in lapidary work and in other hobbies. This interest includes membership in the Capital District Mineral Club.

ILLINOIS PLANS FIRST STATE INDUSTRIAL EDUCATION EXHIBIT

Illinois State Normal University will serve as host to the first Annual State Industrial Education Exhibit May 13 and 14. Participants will be industrial education students throughout the state who have received either a first, second, or third place award in one of the five regional exhibits held during the month of April.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Around the Nation—

NEW AVA LIFE MEMBERS ANNOUNCED AT CHICAGO

AVA Life Memberships were presented during 1959 AVA Convention proceedings to the following persons:

Cecil Stanley, Lincoln, Neb., presented by John Chrismer, for the Nebraska Vocational Association.

H. Ford Hays, Baton Rouge, La., presented by Dr. T. E. Hampton.

A. R. Bunger, Denver, Col., presented by Alvin Erickson, for the Colorado Vocational Association.

E. P. Chandler, Tulsa; C. E. Paul, Muskogee; Glenn Smith, Okmulgee; and Dr. C. L. Angerer, Stillwater—all four presented by Gene Beach, for the Oklahoma Vocational Association.

Edward M. Claude, Springfield, Ill., presented by John E. Fortin, for the Illinois Industrial Education Association.

Persons who have completed payments on their AVA Life Memberships include the following:

June Lagerquist, Seattle, Wash.; Mrs. Helen Nunn, Blytheville, Ark.; Dr. William Selden, Harrisburg, Pa.; Dr. Burr Coe, New Brunswick, N. J.; Franklin Connolly, Elizabeth, N. J.; Frederick Porges, New Brunswick, N. J.; Mrs. Ella Moran, Washington, D. C.; Robert Campbell, South Orange, N. J.; Otto Smith, Tarrant, Ala.

Also, Harry Stephan, Wyckoff, N. J.; Samuel Martin, Elizabeth, N. J.; Leon DeVoy, Paramus, N. J.; Theodore Haerich, Hackensack, N. J.; Mrs. Inez Fyscher, Fair Lawn, N. J.; James Giuliano, Ridgewood, N. J.; Quentin Hughes, Harrison, N. J.; Joseph Johnson, Jersey City, N. J.

Also, John Cummings, Clinton, N. J.; John Kuzman, Packanack Lake, N. J.; Timothy Monahan, River Vale, N. J.; Norman Parris, Hasbrauck Heights, N. J.; Edmund Pickens, Hackensack, N. J.; Fred Steingress, Westwood, N. J.; Victor Heppa, Rahway, N. J.; V. Mastronardy, Fair Lawn, N. J.

AVA Life Memberships presented in 1959 included the following:

Dr. Bertha Fritzsche, Hattiesburg, Miss., presented by the Home Economics Alumnae of Mississippi Southern College; E. F. Mitchell, State College, Miss., presented by the Distributive Education and Trade and Industry Clubs of the state; Mrs. Mary Russell, Chickasha, Okla., presented by the Oklahoma Vocational Association; Otto Smith, Tarrant, Ala., presented by the Vocational Teachers of Jefferson County.

Indiana Offers Distributive Education on TV

At Indiana University, a new approach in adult Distributive Education began January 6, with the first of a twelve-week series of television programs in retail business management. The series, *Profitable Retailing*, is the joint effort of The Indiana State Department of Public Instruction, the Distributive Education Department, Indiana University, and the Indiana University Radio and Television Service. Each program will be a self-contained unit of instruction in an area of the operation of a retail business.

DEANE TURNER INTERVIEW WITH WILLARD GOSLIN

Featured as a general session speaker at the 1959 AVA Convention was Dr. Willard Goslin, former Superintendent of Schools, Minneapolis, Minn., and Pasadena, Calif., and currently Chairman of the Division of Educational Administration, George Peabody College, Nashville, Tenn.

Addressing himself to the title *Freedom and Public Education*, Dr. Goslin expounded the thesis that education reflects what a country wants to be. Autocratic countries and their philosophies, he pointed out, depart from those of a democracy primarily to accomplish what they want—with deadlines for completion.

Dr. Deane Turner, who was in charge of the AVA Pressroom throughout Convention week, has supplied for JOURNAL publication the following record of an exclusive interview with Dr. Goslin.

Q. *What do we as Americans want in our educational program on the secondary level?*

A. "Objectives must be based on the relationship of education to democracy. At this time we must consider these critical points. First, there is no other country in the world which has a counterpart to our democratic system of education.

"We must recognize our weak spots in the system and even more so when we study individual school programs. We are still dealing with schools understaffed, poorly organized and poorly financed. Certainly we are in no position to say that we are doing a satisfactory job.

"A history of U.S. public education relates that our schools have continuously expanded, both from the standpoint of numbers of students and curriculum content. With this expansion we must remember that it has been continuously interpreted and applied on an area, regional, and state basis with particular reference to the expansion of curriculum. We now find much criticism and recommendations to strip down and narrow the secondary high school curriculum in the United States. It would seem that instead of narrowing our curriculum at this time we might consider further expansion of it to more adequately meet the needs of American high school students.

"In an expanding technological and changing world we have a responsibility to constantly evaluate curricula. It would appear that in vocational and technical education we have not kept pace with post-war developments. We must be flexible in our evaluations and attempt to pick up the lag which has developed between our social and national progression and the immobility of certain aspects of our high school curricular development during recent years.

"Our American secondary school performance is astonishing.

"In agreement with Dr. Conant, the comprehensive school allows educators to discover talent. It would seem that vocational educators might consider stressing vocational training in Grades 11 and 12."

Vocational training in the junior high school, according to Dr. Goslin, may be interfering more than we think with the so-called academic development of students. Stress on vocational education in grades 11 and 12 allows for delayed choice and more background training for a more mature thinking student. His choice (the student) is an American value from which we should never depart.

TEACHER REPRESENTATION AT AVA CONVENTIONS

The following statement of policy was adopted by the Board of Education of the Vocational Schools in the County of Middlesex, New Jersey, at a regular meeting on November 2, 1959:

"It shall be the policy of the Board of Education of the Vocational Schools in Middlesex County to send a teacher representative to the annual convention of the American Vocational Association, with expenses paid by the Board.

"The teacher representative shall be the President of the Middlesex County Vocational and Technical High School Teachers' Association for the school year in which the convention is held.

"If the President cannot attend, alternates shall be the other officers of the Association in the following order; Vice President, Secretary, Treasurer.

"Upon his return from the convention, the teacher representative shall prepare a written report about the convention for the Board and for presentation to the Teachers' Association.

"The teacher representative must be a member of the American Vocational Association."

Industrial Technology Curriculum Initiated at New Mexico Western College

A four-year curriculum in industrial technology has been added at New Mexico Western College in Silver City. The program is administered by the Department of Industrial Education. Coursework leading to the Bachelor of Science degree includes mathematics, business, physical science, and technical drafting and emphasizes metals, power, and printing technologies. Options in the technology major permit the student to pursue his technical work on a general industrial basis or he may elect to specialize in one of the major technical laboratories.

This program is designed to prepare the graduate for entrance into such occupational areas as cost analysis, marketing research, industrial personnel training, production control, design, field product demonstration, and other similar phases of industry.

Besides the program in industrial technology, undergraduate and graduate work in Industrial Arts Education is offered at New Mexico Western.

Pennsylvania Distributive Education Coordinators Meet

An area meeting for supervisors and teacher-coordinators of distributive education in central and eastern Pennsylvania was held at Temple University on December 16, 1959. Speakers included: Dr. D. Willard Zahn, Dean, Teachers College, Temple University; John A. Beaumont, Director, Distributive Education Service, U. S. Office of Education, Washington, D. C.; Dr. A. L. DeMond, City Supervisor of Distributive Education, Washington, D. C.; Kenneth M. Pfeiffer, State Supervisor of Distributive Education, Department of Public Instruction, Harrisburg, Pennsylvania. Forty-seven persons attended the meeting. It was sponsored by the Distributive Education Department, Teachers College, Temple University, Samuel W. Caplan, Director.

APPRENTICESHIP LOOKS TO THE FUTURE

Since the advent of the bow and arrow and the wheel—man's earliest efforts to extend himself—mechanisms have affected our social and economic life. The modernization of Newcomen's steam engine by James Watt and John Roebuck about 200 years ago spelled the end of the feudalism of that day and the extensive use of muscle power. The present day revolution in the use of servomechanisms, computers, and electronic devices will spell the down grading of man's nervous system.

Calculators, computers, and memory drums are tending to "free-up" the engineer so that he can develop even more fantastic machines, mechanisms and devices for use in the future. Development of this kind make the craftsman and the artisan with an excellent knowledge of the principles involved in physics, science, mathematics, electronics, and the like, a most valuable asset. The apprentice of today needs careful training (schooling if you please) in the related information of his trade to match the on-the-job skills developed in the work situation.

Vocational educators are aware of the importance of apprenticeship. In many of our cities excellent related instruction programs are provided for indentured apprentices. These educators are working as a team with labor, management, the Bureau of Apprenticeship, the employment service, and others. Pre-apprenticeship training to discover aptitude, interest and attitude is growing in importance as a guidance function of the public schools.

The future of apprenticeship holds many challenges. Training high quality journeymen for the future will take the best efforts of the associations, labor, management, educators, and governmental agencies. There are few short cuts to success in the development of skilled manpower. Vocational educators have a keen interest and a well-defined responsibility in apprentice training.

The Trade and Industrial Education Branch, Vocational Division, U. S. Office of Education feels there should be a growing co-partnership among vocational educators—at the local, State, and National level; unions and association groups; management people; training directors; publishers; Bureau of Apprenticeship representatives; Defense Organizations; and, many others genuinely interested in quality apprenticeship for the development of skilled manpower.—*An abstract of the remarks of Earl M. Bowler at the closing Luncheon, First Biennial North Central States Apprenticeship Conference, Indianapolis, October 29, 1959.*

CONANT MOVIE AVAILABLE FROM EDUCATION COUNCIL

The dramatic documentary film, *"How Good Are Our Schools? Dr. Conant Reports"* . . . based on his best-selling book, *The American High School Today*, is available on a loan basis from the Education Council of the Graphic Arts Industry. This movie, produced by the National Education Association, shows Dr. Conant's recommendations fulfilled in classroom and shop situations as he presents his findings. He takes the viewers into two high schools—one in Oakland, California, and the other in Labette County, Kansas.

Dr. Conant says 17,000 high schools in this country are too small to serve their students properly. In presenting his recommendations for improving our high schools, Dr. Conant includes a school print shop scene.

The Education Council showed the film at a meeting of Printing Industry of Washington, with a high school principal present to answer questions.

The movie may be rented for $20 per showing from the Education Council of the Graphic Arts Industry, 5728 Connecticut Avenue, N. W., Washington 15, D. C.

CORRECTION

The November, 1959 issue of the JOURNAL featured a story that was taken virtually verbatim from a news release received from the Georgia State Department of Education (pages 27-28).

Assuming that this had been checked by appropriate authorities, our proofreader failed to correct a statement to the effect that Georgia receives federal funds for "vocational office training" and "industrial arts."

It is our understanding that state funds are used to aid these programs and this undoubtedly accounts for the error in the release.

The release also stated that the Georgia State Plan was adopted in 1941. Such a plan was adopted that year but it has been rewritten and revised several times since then.

We are sincerely sorry that these errors were made and we accept our share of the blame.

EDUCATION LEADERS TO ASSUME PROMINENT ROLES IN PRESIDENT'S CONFERENCE ON OCCUPATIONAL SAFETY

The key role of education in occupational safety is indicated by the prominent part to be played by educators in the President's Conference on Occupational Safety in Washington March 1, 2, and 3.

Dr. Joseph Kaplan, of the Physics Department, University of California at Los Angeles, will make one of the principal presentations of the Conference, as he takes part in an opening-day symposium on *The "Unchanging" Nature of Man in a Changing Environment.* He will discuss *The Changing Nature of Work* while Commissioner of Labor Statistics Ewan Clague, of the U. S. Labor Department, will talk on *The Changing Nature of Our Work Force*, and Dr. Leonard Carmichael, Secretary of the Smithsonian Institution, will conclude with *The "Unchanging" Nature of Man.*

A special plenary session on the evening of March 1 will hear a progress report on the Office of Education's 1959 Conference on School Safety, held as a result of recommendations by the 1958 President's Conference on Occupational Safety. U. S. Commissioner of Education Lawrence G. Derthick will preside at that session, with John P. Walsh, of the Division of Vocational Education of the Office of Education moderating a panel discussion on *The School's Contribution to Safety In A Changing World.* Panel participants will include Dr. Lyle W. Ashby, Deputy Executive Secretary, NEA; Dr. M. D. Mobley, Executive Secretary, AVA; Dr. Robert M. Reese, President, National Association of Industrial Teacher Educators, Columbus, Ohio, and Dr. George T. Brown, Special Assistant to the President, AFL-CIO.

Consultants to that Workshop are Dr. Stanley A. Abercrombie, NEA; Lowell A. Burkett, AVA; and Dr. Wayne P. Hughes of the National Safety Council.

Educators are moderators of two of the other eight Workshops which will carry out much of the work of the Conference as it seeks methods to safeguard life, limb and health of the American worker against hazards associated with our rapidly changing way of life.

Dr. Leon Brody, Director of Research, Center for Safety Education, New York University, will head the discussion of *New Emphases in Training*, and Dr. Earl Cheit, Department of Industrial Relations, University of California, Berkeley, will moderate the Workshop on leadership development, under the title, *Wanted!—Leaders for Safety.*

Dr. David Goldstein, Professor of Occupational Health, New York University, will be a member of the panel in the Workshop on *Health Maintenance—Its Contribution to Job Safety.*

Secretary of Labor James P. Mitchell is general conference chairman. Reed O. Hunt, president of Crown Zellerbach Corporation, San Francisco, is volunteer executive director of the Conference, while A. C. Blackman, General Manager, American Society of Safety Engineers, has served as chairman of the Program Committee. The U. S. Labor Department's Bureau of Labor Standards acts as conference secretariat.

PUBLICATION ON CAREERS FOR WOMEN IN RETAILING NOW AVAILABLE

A career in the dynamic and expanding field of retail trade may be a good choice for many of the thousands of young American women who are career bound. This suggestion from Mrs. Alice K. Leopold, Assistant to the Secretary of Labor, is offered in a publication on *Careers for Women in Retailing*. Prepared by the Department of Labor's Women's Bureau, of which Mrs. Leopold is Director, the new booklet was released recently. It is one in a series which presents information on opportunities for women in various occupations and professions. It highlights opportunities in the higher-level positions of retailing because this is a field which has encouraged women to seek advancement.

Retailing, the second largest industry in the country, employed an average of over 8 million persons in 1958. About a million of them—of whom women account for the great majority—are working in department and specialty stores, where merchandising activities have offered women excellent opportunities for advancement. In such establishments as these, women are estimated to be about a tenth of the merchandise managers, high-level executives who can earn as much as $20,000 a year.

A number of women also hold the positions of buyer or department head, assistant buyer, central buyer and resident buyer, and fashion coordinator. The job of fashion coordinator or stylist, described by the publication as "probably the most glamorous job in retailing," is almost invariably held by a woman. Her very busy job pays well, often over $10,000 a year.

Some women in retail establishments are achieving success also by conveying information to the public through advertising and special events. In this phase of retailing are the sales promotion manager or publicity director, the advertising manager, copywriters, and artists.

Other department store and specialty store positions which are held by women include personnel director, employment manager, placement officers, and training director. The personnel director in a large store is an administrator, a policymaker, and in some cases an officer of the company.

Among relatively new positions in retail establishments is that of sales manager in branch stores. This executive assumes responsibility of supervising sales and recordkeeping, thereby relieving the buyer of these functions.

Girls interested in retailing should plan to complete high school and, if possible, to attend college. A liberal arts program is a good background for retailing. Specialized training may be obtained in high school through the vocational program in distributive education, or at the college level through marketing courses. There are also schools of retailing connected with universities.

College graduates who choose retailing as a career may enter the field through executive training programs which are conducted by many leading department and specialty stores. Although trainees from other divisions may be included, these programs are geared primarily to merchandising and provide experience in both buying and selling as well as preparation for supervisory responsibilities.

The publication notes that while earnings in beginning jobs are relatively low, the potential is great for persons with the special qualifications and abilities required. Retailing also offers many opportunities to mature women. Department and specialty stores have found women 35 years of age and over to be an important source of both full-time and part-time salespersons. Leaders in the retail field report that the employment of older women offers the following advantages: Mature judgment, emotional stability, and the understanding of customers that comes from having acted as purchasing agents for their own families.

E. E. ERICSON

E. E. Ericson, Professor of Industrial Education at the University of California at Santa Barbara for 31 years before his retirement in 1956, an AVA Life Member, and a past recipient of *The Ship's Citation* (Boston, 1952) passed away October 28, 1959.

Honored by *The Ship* for "unstinted devotion and constant service to industrial arts, to vocational education and to education in general," Prof. Ericson was also offered special tributes by hundreds of friends and colleagues at a banquet held in his honor May 26, 1956. An account of his contributions to education, published and distributed at this time, was inscribed "Consider that I labored not for myself only, but for all them that seek learning" (from The Apocrypha, Ecclesiasticus Book 33:17.)

Born in Sweden in 1888, Prof. Ericson arrived in America, where he entered his formal education seriously at Stout State College at the age of 18. Admitted for training without full high school credit, he completed all grade school requirements, passed the Minnesota State exam for 8th grade, and by studying six high school subjects at a time, finished two years of work at that level in three winters. He completed Stout's two-year diploma course in one and one-half years.

Six years later—when he was 24—he became a college professor as Director of Manual Arts, State Normal School, Ada, Okla. In 1919 he earned his BS at Stout. Later (1932) he earned his MA at the University of California.

He went to Okmulgee, Okla., as Supervisor of Art and Industrial Arts in 1919, leaving two years later to become Assistant Book Editor and Editor of the *Manual Training Magazine* (later changed to the *Industrial Education Magazine*); going on from there in 1925 to California as Head of the Industrial Education Department at Santa Barbara State College. Shortly after his arrival, he inaugurated the Division of Extension, serving as its first and only director. When, in 1944, the University of California made Santa Barbara a part of the University, he continued on as the Assistant Director of the Central Coastal Region of the University of California Extension, a position which he also held until his retirement.

Vo-Ag in the 60's

(Continued from page 23)

standing relationship with other agricultural and educational agencies, organizations, and businesses and the ability to make use of local people and material as resources. Among additional competencies will be more ability in public relations in interpreting the program to others.

THE NEEDED COMPETENCIES indicate conclusively a continued program for the in-service education of teachers. This program will need to be directed to the cultivation of the desire and insight to re-examine objectives and evaluate the program continuously, in addition to the development of more technical and professional skills. In a dynamic program, such as ours, it will always be time for a change, if the change makes for a more sound program of education. Professional persons are expected to do what they think is best within the framework of agreed upon policy of operation. Our program in vocational education in agriculture is not static, neither is it confined. We have the necessary freedom for using initiative in making adaptations in our state and local programs. *The program in the 60's is as "we will it to be."*

Sample of ballot used in AVA presidential election by mail (See page 9.) AVA Members will receive ballots by mail. Do not Use this!

OFFICIAL BALLOT
of
AMERICAN VOCATIONAL ASSOCIATION, INC.
for
PRESIDENT
for
AVA Fiscal Year Beginning December 1, 1960

Vote for ONE nominee by marking X in the ☐ before the name of your choice.

☐ **K. OTTO LOGAN (Washington)**
☐ **WM. B. LOGAN (Ohio)**

To be counted, this OFFICIAL BALLOT must be used, returned in the enclosed envelope and postmarked not later than MARCH 10, 1960.

FROM THE U. S. OFFICE

Electrical and Electronic Technologies (Misc. 3570-2), the second publication in the series of miscellanies designed to provide useful information about technician occupations, has been announced by the Area Vocational Education Branch. The information on electrical and electronic technologies parallels that found in the first of this series, *Mechanical Drafting and Design Technologies* (Misc. 3570-1), and in addition contains curriculum development suggestions. Copies of these publications may be obtained by writing to the Area Vocational Education Branch.

* * *

William P. Gray, Executive Secretary of the Future Farmers of America, will accompany the national officers on their annual Goodwill Tour during the period February 1 to March 2. W. T. Spanton, Director, H. N. Hunsicker, H. F. Duis, Program Specialists, Agricultural Education Branch, and John Farrar, Director of Information and Public Relations, FFA, will each join the group for separate segments of the tour. The purpose of the tour is to develop a better understanding of vocational agriculture and the FFA by American business, industrial, and organizational leaders, and at the same time to provide opportunities for the officers to see the activities of non-agricultural segments of our economy. Cities to be visited on the 1960 tour include Baltimore, Wilmington, New Brunswick, New Britain, Hartford, Storrs, Providence, Attleboro, Boston, New York, Pittsburgh, Akron, Detroit, Toronto, Chicago, Peoria, Quincy, and St. Louis.

* * *

Representing the Distributive Education Branch, John A. Beaumont, Director, and George Sanders, Program Specialist, participated in the sessions on distributive education at the annual meeting of the National Retail Merchants Association in New York City, January 11-14. In addition to their duties as consultants, Mr. Beaumont and Mr. Sanders manned an exhibit prepared by the Branch.

* * *

The annual mid-winter professional staff conference for all members of the Division of Vocational Education was held in Washington, D. C., on January 11 through 13. Significant highlights of the presentations and discussions reported at this conference are "working with the States in the development and approval of State plans for vocational education" and "research in vocational education." This conference is held annually, usually in January, and has as its major purpose staff development in the interest of rendering improved services in vocational education to the States.

* * *

The Home Economics Education Branch has recently issued the bulletin "Enrollment in Home Economics Education and Placement of Graduates" (Misc. 3571). It is a 10 year summary (1947-48 to 1956-57) of data from institutions designated by State Boards for Vocational Education to prepare teachers for vocational home economics programs and reimbursed from Federal vocational education funds. It includes tables on enrollment in teacher education, number of graduates going into teaching and other occupations, and placement of graduates in vocational and other secondary school programs. The information should be of interest to State supervisors of home economics, teacher educators, and prospective teachers.

* * *

Howard A. Matthews joined the staff of the Area Vocational Education Branch on January 4. Mr. Matthews is the former Territorial Commissioner of Education in Alaska and also State Director of Vocational Education. He received his Bachelor of Science degree from Southern Idaho College and his Master of Science degree from Idaho University. An electrician by trade, Mr. Matthews has served on all levels in the public school system.

* * *

Barbara R. Fallon, Program Specialist for Practical Nurse Education, Trade and Industrial Education Branch, participated in a meeting of the National League for Nursing Subcommittee on Practical Nurse Education in New York on February 15 through 17. This Committee is concerned with identifying the role of the practical nurse and in strengthening practical nurse education programs.

* * *

H. N. Hunsicker, Program Specialist, Agricultural Education Branch, participated in a January 12 meeting of the New Jersey State Vocational Agriculture Advisory Committee. The Committee, composed of 14 members representing a cross-section of agricultural interests in the State, meets periodically to review the agricultural education program, make suggestions, and in many cases to provide leadership for implementing needed changes.

* * *

A meeting on research in distributive education, held in Chicago on December 10, was presided over by John A. Beaumont, Director of the Distributive Education Branch. James H. Pearson, Assistant Commissioner for Vocational Education, discussed the need for research and suggested ways in which States and local communities can carry on studies. Plans were made to institute a program of research, the details of which will be worked out in a national conference during this year. Donovan Armstrong and G. Henry Richert, Program Specialists, assisted in conducting the meeting.

* * *

Through the joint effort of the Trade and Industrial Education Branch and the Atomic Energy Commission, a conference of vocational educators is being scheduled in February to discuss instructional units dealing with isotopes and other atomic materials in training programs for firemen, policemen, and persons involved in handling emergencies. Earl M. Bowler, Assistant Director of the Trade and Industrial Education Branch, is serving as coordinator of this project.

* * *

Materials for local chapters to use in the promotion of National FFA Week, February 20-27, have been developed by the FFA staff. These include a booklet of suggestions for local chapter activities, two 17 by 22 inch posters in three colors, window stickers, seals for use on correspondence, place mats for use in restaurants, four different editorial mats for newspapers, a TV station id slide, and a new illustrated booklet describing the vocational agriculture-FFA program.

* * *

George Sanders, Program Specialist, Distributive Education Branch, was a speaker and served as consultant in a conference on school facilities in New York City, December 10 and 11. Mr. Sanders discussed the objectives and probable future of cooperative distributive education in the conference called as part of a research project of the City School Board.

* * *

At a special meeting of the staff of the Division of Vocational Education an opportunity for those who attended the AVA convention in Chicago was given to present highlights and worthwhile experiences at the convention. There was general agreement that many valuable opportunities for professional growth were available to members of the Association in Chicago.

* * *

Walter M. Arnold, Director, Area Vocational Education Branch, visited the Central Vocational School in Cincinnati, Ohio, and the John H. Paterson Cooperative High School in Dayton on January 8 and 9. During his visits he presented a Progress Report in Area Vocational Education Programs under Title VIII of the National Defense Education Act to the Omicron Chapter of Iota Lambda Sigma at Cincinnati University. The group of vocational teachers were guests visitors in the plant of Le Blonde Manufacturing Company.

* * *

E. J. Johnson, Program Specialist, Agricultural Education Branch, will serve as consultant and advisor to the Junior Farm Finding Conference of the Institute of American Poultry Industries in Kansas City, Missouri, February 11-14. Young people from 25 States are expected to participate. They will study new developments and vocational opportunities in the poultry industries.

* * *

Attendance by Bruce I. Blackstone, the new Specialist for Vocational Office Occupations at the 62nd Annual Convention of the National Business Teachers Association, held the last week in December in Cleveland, Ohio, afforded an opportunity to explain something of the function, purpose, and scope of this new position to the group. The impression was gained that the educators and the businessmen associated with the meeting were interested in the new position and that they would cooperate with efforts made by the Office of Education. There was also opportunity for individual discussions, for example, with the Executive Secretary of the United Business Education Association on problems in the field of office education. The Specialist also spent some time in establishing contacts with producers of instructional materials with the result that a representative sampling of texts and instructional materials will be made available to him.